

THE CLEARING HOUSE

*A journal for progressive junior and
senior high-school people*

Vol. X

MAY, 1936

No. 9

Feudalism in Education

Walter S. McColley

In the October issue we published an article, "Modernizing Secondary Education," by Mr. McColley. It was quoted widely and reprinted as a distinguished contribution. The author, who is a member of the faculty of the Dixon High School, Dixon, Illinois, has drawn on his knowledge of history for some interesting analogies by which to demonstrate here the confusion of loyalties that exists in public schools today.

THE ANALOGOUS relationship of organized American public education and medieval feudalism is interesting—although not especially gratifying.

In the Middle Ages, the anarchy following the fall of the Empire was particularly destructive to the average individual, with the result that the great mass of the people exchanged their lives, liberty and property for protection against the dangers of an undisciplined society. The profitters in the exchange were the protectors, who for generations were regarded as noble benefactors.

This status, which we call feudalism, grew out of disorganization, with decentralization as its keynote. Feudalism was not the planned result of efforts to curb the evils of the time, but was a haphazard combination of loosely related manifestations. Nevertheless, for a time it served a definite and needed purpose, and was harmful only in its perpetuation.

American education prides itself upon its decentralization. Just as the feudal king was less powerful than many of his vassals, so any feudal coordination of education is notably weak. Few local educators care, and perhaps fewer know what, if any, the aims and

ideals of the Federal Office of Education are. Our educational kingship, therefore, is of slight importance.

Under the feudal king were the dukes, likewise supernumeraries, whose functional importance might be compared with that of state superintendents of public instruction. Nominally liegemen of the dukes were the feudal earls, bearing a strong resemblance, in their lack of positive authority, to the county superintendents of organized public education in the United States today.

The real arbiters of the destinies of men, the de facto rulers of medieval times, were the lowest of the landed nobility, the barons. Theoretically owing fealty to a host of suzerains, the baron ruled his manor with an absolutism envied by those above him in the hierarchy of nobility. King, duke and earl were all powerless without the support of the barons; and the barons were of course interested primarily in their own prosperity and security, with the result that the higher nobility found themselves frequently in a thumb-twiddling role.

The barons of American public education are the city superintendents.

It would be fantastic to call for a return

of conditions personified by Ezekial Cheever and the immortal Ichabod. Education may have entered the doldrums, but yearning for the good old days is not the recipe for progress. The city superintendent served a real purpose in the middle ages of American education, acting as a coördinator, and as a stalwart buffer against charlatanism among teachers, protecting an ignorant, uninformed public. If charlatanism still exists among teachers, and if lack of information still pervades public school boards of education, there may still be a pressing need for the city superintendent. Feudalism has never been overthrown where ignorance is rampant.

The feudalistic motif goes even further than the city superintendency. It pervades the entire local school system—and the classroom teacher is by no means the serf. No, indeed! The classroom teacher is the knight; the unpropertied and dependent but socially recognized retainer of the city superintendent.

The serf in our feudalistic organization, the one who suffers most from the inefficiencies and ineptitudes of public education in the United States today, is the hapless pupil. It is difficult to place the parents in this process of parallelism. As slaves, perhaps. Yes, that seems to be the proper category.

The weakness of feudalism was decentralization. That is exactly the weakness of our educational organization. City superintendents are so occupied with local politics and the mazes of professional expediency that however worthy and spiritually willing they may be to advance the cause of true education, they are committed to a policy of benevolent despotism in administering their offices. The most deadly sin in the category of the teacher in relation to his job is insubordination: refusal or negligence in carrying out the orders of the superintendent, even though the orders may seem asinine. Mutiny and treason are the only comparable crimes.

It would be worth while to list several of

the educational ideals impossible, or highly difficult, of attainment under the existing feudalistic organization.

1. A national program of education.
2. Equitable distribution of educational opportunities.
3. Recognition of teaching as a profession.
4. Uniformly high professional standards among teachers.
5. Efficiency in school administration.

There was a time when it might have been said that we needed no national program of education. Few educational leaders now question that need, although many are likely to question an assertion that the present system cannot be expected to achieve nationality in the application of educational ideals.

"Is not the National Education Association," they will ask, "with its Department of Superintendence, making great strides toward national uniformity of policy?" Theoretically, yes. Practically, who can tell?

Annually, all superintendents remove their educational ideals from filing cases and carry them along with their best linen to the national convention. There the ideals are aired, pooled and exchanged, after which they are taken back home in augmentation to be put into storage for another year, during which time the superintendent returns to his policy of local expediency.

No, a national program of education of a workable nature is not likely to spring from the technique of a snipe hunt. There must be a national executive power to replace the local, conflicting and jealous dictatorships which at best seem able to agree only on regional policies.

Equalization of educational opportunities implies much in addition to a leveling of the financial inequalities inherent in our feudal organization. The United States Commissioner of Education listed 2,855 school systems in this country in 1930, which means that 2,855 superintendents were pursuing approximately 2,855 wills-o-th'-wisp.

The result is only faintly discernible from

statistics. In Pittsburgh the per-pupil expenditure was \$127.29 in 1931-1932. In South Bend it amounted to \$102.59, and in Gary \$94.66, according to the Commissioner's report. In all three cities school was operated for 200 days. It may be assumed that the superintendent of the Pittsburgh schools offered his pupils advantages costing \$32.63 more than the per capita advantages offered in Gary. Among these three northern industrial cities, it seems reasonable to say, there are no widely divergent wealth factors.

Presumably the variation in amounts spent results from the different educational philosophies of the superintendents. Too, cities having identical per-pupil costs might conceivably vary enormously in the opportunities offered. Superintendents are notably susceptible to epidemics of fads and to the indulgence of a succession of educational passions. While one superintendent, for example, is throwing the pent-up energy of his organization into a campaign to teach lip-reading to all pupils, the superintendent in a neighboring city may possibly be following an orthodox procedure. The outcomes, measured in terms of educational opportunity, are obviously unequal.

One of the elder statesmen of education once said, in an oration: "... The days of weeping and wailing over low wages and the non-recognition of the teaching profession will also be past. . . ." In regard to the problem he had in mind it would be interesting to know how many schoolmasters, when talking with the boys in the Pullman smoking room, have concealed the fact that they are teachers.

An interesting essay could be built about this phenomenon, but the fact remains that schoolmasters try not to wear the badge when away from home. Waller has given evidence that women teachers have slight chances of concealing the earmarks of the profession, although men are more free from indications of type. At any rate, one is fairly safe in the unqualified statement

that teaching is not recognized as a profession on a par with the other learned callings.

Here again, however, the question may be raised as to how our alleged feudal organization is to blame. Very well: Suppose that each city had a superintendent of medicine who employed and supervised the activities of all physicians, dictating medical policies and retaining the authority to go over the heads of the employed doctors. Suppose further that this superintendent of medicine were impelled by the exigencies of his office to engage in practical politics and that in his hands lay the destiny of each physician employed under his jurisdiction. Imagine, too, that he referred, privately and publicly, to the employed medics as "his" doctors, and was obliged to protect his own position at their expense whenever interest conflicted.

Such a condition would undermine the usefulness of each employed doctor by reducing at once the self-respect of the doctors and the confidence of the public in them. That is approximately what feudalism in education has done for the individual teacher.

In this connection it might be interpolated that there probably are other reasons than the financial one for the employment of large numbers of women in public-school systems. Women are ordinarily more amenable to authority than are men, and probably carry out orders from the office with greater dispatch and more conscientious thoroughness.

It always was true, and probably still is, that men of outstanding ability hesitate to enter the teaching profession. Feudalism seems to be largely responsible for this condition.

Uniformly high professional standards among teachers are only remotely possible under a feudalistic system, for such standards can be attained only by concerted action.

The city superintendents of the nation could not, if they would, act concertedly on this question. They could not because, in the first place, their popularity seems to require

that salary schedules be kept down, and uniformly high standards cannot be demanded except by offering uniformly attractive salaries. The semi-political nature of the superintendent's position, too, makes it necessary for him to consider some applications for teaching positions with more favor than can be accorded others. The state, of course, does impose minimum standards, but under our feudal organization such standards are extremely flexible.

City superintendents cannot, in the second place, insist upon uniformly high standards, because there are no uniformly high standards to be applied. By a stretch of the imagination the city superintendents may be visualized as adopting a resolution, in convention, that only ladies with the Ph.D. degree would be employed as kindergarten teachers. That, if conscientiously observed, would seemingly establish a uniformly high standard for kindergarten teachers.

But suppose two lady Ph.D.'s were applying for a position in a given school system. One has, besides her degree, only influence with important board members to recommend her. The other, in addition to her degree, has an excellent record of kindergarten achievement. Which has the better chance for an appointment?

Lacking rigidity, agreements as to basic standards cannot prevent the domination of the personal equation.

In the third place, city superintendents cannot demand uniformly high professional standards because of lack of uniformity in ability to pay. Ability to pay may or may not have anything to do with the taxable wealth of a school district. A superintendent may be short-budgeted because he fears, or neglects, to educate the board of education on the need of offering higher salaries. Or a district may have impoverished itself by overbuilding, or by other types of mismanagement. The responsibility, in either case, rests with the superintendent.

Efficiency in school administration is not merely a matter of cash savings, although

that factor is not unworthy of consideration. It has been noted frequently by experts in administration that a superintendent faces the dilemma of becoming either a business man, absorbed by the financial side of his office, or of becoming a professional man, devoting his energies to the educational problems of a school system.

This dilemma has a definite effect upon the efficiency of the school system involved, for the tendency of the superintendent is to retain a directing hand over whichever side of his job he, in effect, abandons. If the superintendent becomes a business man, he will neglect his fundamental duty, for he is supposed to be a superintendent of schools rather than a purchasing agent, contact man, or expert accountant; and the educational aspect of the system will tend toward confusion, for there has been no other provision for educational leadership.

If, on the other hand, the superintendent becomes a professional man, devoting his energies to the educational problems confronting his office, the finances of the school district will fall into dire straits, for no provision is likely to have been made for the expert handling of school business. Even in the latter case the educational welfare of the district will suffer because inefficiency in handling finances will reduce the educational opportunities which can be offered.

The feudalistic office of the city superintendency thus seems unjustifiable from the standpoint of efficiency.

Further considerations of efficiency lead to a statement of other desiderata than the financial. An efficient administration should obtain the best possible instruction for the amount spent. An efficient administration should have applied an understanding evaluation to all publicized schemes and theories of education in order to avoid wasteful experimentation and at the same time to profit from the experiments of others. An efficient administration should inspire confidence, and obtain the coöperation of all members of the educational staff. Other factors of effi-

ciency probably should be enumerated, but these will serve to show the further inefficiencies of the feudal concept.

The city superintendent not only is likely to have a sketchy knowledge of current educational thought, but even with an adequate knowledge he is normally far too busy to evaluate thoughtfully the schemes and theories so abounding in the educational world. He is therefore very likely to seize indiscriminately upon a hobby and ride it for better or worse.

The city superintendent is too much in the position of the lord of the manor to inspire anything in "his" teachers except the fear of God. To many superintendents this idea is repugnant. They would welcome a closer relationship with the instructional staff, but this closer relationship is difficult if not impossible to attain. The members of the educational staff could not coöperate with the superintendent, if they would, other than by observing the letter of the law, because an ideational harmony is a pure impossibility. The mental activities of a city superintendent are unlikely to be sufficiently coincidental with those of a classroom teacher for any psychic emanations from either direction.

There remains, then, the task of pointing out how the destruction of the feudalistic organization of education can be accomplished in a way calculated to bring about a realization of the educational ideals listed before.

For the archaic superintendency, dating back to the days when teaching was undertaken as a temporary or relief occupation, there should be substituted a business office employed by the local board of education expressly and solely to manage the non-professional aspects of the school system. For administrative purposes, a clerk in each building could handle the details nicely. The objection might possibly be raised that the teachers cannot be trusted without supervision, but as long as we trust our lives with our doctors, our liberty with our lawyers, and our money with our bankers, it seems as

though we should be able to trust our children with our school teachers.

And, if the teaching profession hasn't evolved during the past century to a place where it possesses integrity and purpose, no amount of "superintending" can save the situation. Moreover, the whole idea of close supervision is based on a fallacy, the fallacy being that a staff teacher cannot be expected to know as much as a supervisor, even though the staff teacher may be a specialist in both method and subject matter.

Removal of the professional superintendent will restore to the local boards of education certain functions logically theirs.

One of these is the choice of teachers. A superintendent tends to the belief that he possesses extraordinary powers verging on the mystic, in the evaluation of candidates for teaching positions. Back in the days when boards were composed of semi-literate individuals, and candidates for teaching positions were frequently similarly deficient, a superintendent may have been indispensable in the selection of teachers. But today there is no such problem.

Qualifications should be set up, in greater rigidity, by the states, so that selection of candidates by teachers' committees of local boards will become almost an automatic process. In case of doubt, teachers' committees will need only seek advice from a state official.

Board members should prove to be less affected by politics or expediency in the selection of teachers than is the superintendent, because their position obviously is not a factor, and because more than a single judgment is involved.

To summarize: The feudalistic independence of the local school district, ruled over by the city superintendent, no longer serves a constructive purpose in educating for useful citizenship. The manorial right of a superintendent to "hire and fire" is detrimental to the development of effective teaching and to the rise of a real teaching profession.

The powers of the superintendent to control subject matter and methods of teaching are even more disastrous in that the exercise of these powers leads to the scattering of educational outcomes and to loss of educational efficiency.

Teachers should be subjected to national or state control through the strengthening of federal and state powers, after the fashion represented by the civil service; retaining for the local boards the right of appointment. Local boards of education should have close affiliation with state departments in carrying on their educational functions, having a business office to perform the non-professional duties of the superintendent.

The Federal government should have enlarged powers over education, formulating national policies and defining basic requirements both in subject matter and instruction. The Federal government furthermore should maintain an educational fund to aid those states which can offer proof of their inability to finance the nation's basic program of education.

Equalization of opportunities within a

state should be a state function, as also should be the supervision of instruction. State departments should be enlarged, capably manned, and should be responsible for all phases of education throughout the state.

Teachers, although receiving appointments locally, should be state, not local, employees; secure in their tenure and paid uniformly attractive salaries in order to draw and hold instructors of ability.

To keep the feudalistic system, and at the same time to seek to abolish the evils of feudalism, is quixotic. Tom Paine convinced the American colonials in 1776 that it was not common sense to protest loyalty to the King and at the same time to shoot at his soldiers. Today education professes loyalty to the ideal of an independent local school district and at the same time seeks to attain goals apparently unattainable under a feudal organization.

For educators to ask themselves in convention assembled, "What is the way out of our educational confusion?" seems mere rhetorical periphrasis. The answer is too obvious.

V
par
of c
plo
V
are
ish,
we
dem
the
peo
say
ther
that
dem
In
has
Italy
just
and
The
the
state
the
thin
easy
such
In
diffe
and
gand
Italy
mocr
atmo

The Intelligent Teacher's Guide to Understanding of Current Issues

Clyde R. Miller

Clyde R. Miller is associate professor of education at Teachers College, Columbia University. He is widely known as an authority on propaganda. The princess who was aware of a pea under forty mattresses was not more sensitive than Prof. Miller is to the bias, however small, which colors a piece of writing. The article that follows represents the substance of an address delivered recently at Teachers College.

WE LIVE in a time of deepening crisis. We belong to a civilization which apparently is approaching its end. Evidence of decadence is found in continuing unemployment, in war and the threat of war.

Values which we as Americans hold dear are threatened. Democracy, which we cherish, is disappearing. A scant generation ago we fought a war to make the world safe for democracy, and yet in country after country the thing we fought for has vanished. Our people are confused by many voices. Some say "Do this!" Others say "Do that!" But there is hope in the confusion; in the fact that there are many voices is proof that democracy is still vigorous in America.

In the totalitarian states where democracy has vanished, particularly Germany and Italy, there are not many voices. There is just one voice. School, church, radio, cinema, and press alike reflect one will, one voice. There is no discussion. One obeys or takes the consequences. It is assumed in such states as Germany or Italy that the duty of the people is to believe and obey—not to think or discuss public issues. Obedience is easy, intellectual processes simple, under such a régime.

In America, fortunately, the situation is different. Some may long for the simplicity and the faith which characterize the propaganda-laden atmosphere of Germany and Italy, where people believe and obey. Democracy is much harder—for here our very atmosphere is filled with conflicting opin-

ions, conflicting propagandas. It is hard to know what to think. The important point is, however, that the situation here is a challenge to thought.

Today, as always, democracy cannot exist without public enlightenment. The people must have facts, and must know the significance of facts. Every opinion must run the gauntlet of criticism. This is the democratic way. It creates a people able and eager to think for themselves and meet new and difficult situations. There is hope, therefore, in the very confusion of tongues.

The responsibility of the schools in this period of crisis, with its increasing threat of great unemployment and fiercer war, is greater than it has been in the past.

It is a basic assumption that the schools must serve the public welfare. In our democracy this demands a body of citizens accustomed from their youth to full, free, frank, fair discussion of current events, current issues. For knowledge of these we cannot get our pictures first-hand. We must depend largely on pictures which come to us through the American press. Many of these pictures and issues are incomplete, distorted, blurred. Censorship obscures truth, and for it often substitutes falsehood or half-truth. Further distortion comes through propaganda, bias, emotion, prejudice. Some of these are in the newspaper; some are in the radio; some are in the sources from which newspapers gather news.

Decisions made on the basis of false pic-

tures may do grave injury to public welfare. It is the obligation of the intelligent teacher, therefore, to seek true pictures of reality.

Such pictures are impossible in lands where only one voice is permitted. They are less difficult to achieve in America, however, because here the democratic principle is so firmly rooted that political and legislative censorship of our press is relatively small.

As a matter of fact, the best newspapers in the world are in America, and they are made possible by American democracy and comparative freedom from censorship imposed by public officials and legislation. The best newspapers in America are in New York City.

These newspapers and magazines are like lenses. One must look through several to correct distortion, to see events and issues in clear, sharp focus. But this is the democratic way—the only way to progress. "Let a man try to understand all points of view before he tries to refute any of them." This is also the religious way, for democracy comes out of that religion which said: "Seek ye the truth and the truth shall make you free."

In keeping with religious ideals, therefore, and in the spirit of American democracy, intelligent teachers will want to see events and issues in clear focus. They will want their students to see them without distortion, without blurring, so that facts and opinions may be measured one against another, so that all may be gauged by standards of public welfare.

Here are suggested publications which all intelligent teachers should know. Few teachers can afford to subscribe to more than a few of these. No person could read all of them. Groups of teachers, however, meeting occasionally for discussion of current issues and events, can allocate to various members the reading and reporting on one or more of these periodicals. Remember in reading them that all reflect more or less the three

contending forces for power in the modern world.

One force is capitalism, based on profits and individual enterprise; one is fascism, which hopes to maintain a declining capitalism through utilizing the full power of the state, the school, and even the church to preserve it and uphold it; one force is communism, which holds that capitalism with its recurring unemployment and its great inequalities in distribution of wealth can bring only disaster to increasing millions of human beings. Sometimes communism is called socialism, or vice versa.

Most of our papers and newspapers are capitalist; a few are fascist; a very few are communist or communistic. The news and editorials in them often are necessarily colored by the capitalistic or fascist or communist bias.

Democracy is not afraid of any bias. It is willing to listen to all comers. Because we still have a great measure of democracy we can read the news and views according to such widely varying publications as the following:

I. For Thorough, Basic News Coverage, A New York Daily—No Matter Where You Live

THE NEW YORK TIMES—Bias: Capitalist, conservative, Big Business, Democratic. The *Times* comes nearer giving a complete picture of events and issues—domestic and foreign—than any newspaper anywhere. Considering bias, eminently fair in news coverage—fair even to Communism in Duranty's brilliant correspondence from the Soviet Union. Gives mild support to Roosevelt usually, not always. Seldom emotional. The *Sunday Times* provides a liberal education for any person with normal mental capacity or better.

THE NEW YORK HERALD-TRIBUNE—Bias: Capitalist, conservative, Big Business, Republican. The best-edited newspaper in

America. Splendid news coverage. Considering bias, eminently fair. Contains some of the best written, most colorful news stories published anywhere. Consistent and sharp in adverse criticism of Roosevelt. Its Washington writer, Mark Sullivan, sees fascist trends in the New Deal; others who write for its columns see socialist trends.

THE NEW YORK SUN—Bias: Conservative, capitalist, Big Business. Best basic news coverage of any New York afternoon paper. Many well-written, interesting features, a splendid school page of special interest to teachers in the New York area. Regarded by many as the best all-round afternoon newspaper in America.

II. An Extreme Right Wing Newspaper (Fascist)

NEW YORK AMERICAN, OR ANY HEARST PAPER—Bias: Fascism-a-la-American. The Hearst press shifts policies quickly, but seems consistent in pinning the Communistic label on any person or group taking the Declaration of Independence and the Bill of Rights at face value. It opposes labor, fights the income tax, and encourages the sales tax. It would control schools and even the church to prevent examination of current issues. Interesting comparisons may be drawn between the demagogic technique of Goebbels and Hitler in Germany, and of Coughlin and Hearst in America.

By all means read a Hearst newspaper, especially if you are a good American, able to think for yourself. Don't boycott Hearst papers—that is silly. In spite of the admonition of the eminent Dr. Charles A. Beard, read Hearst newspapers, study them to note fascinating examples of propaganda for the uneducated but literate masses. Remember, Hearst readers are the product of our public and parochial schools. The Hearst press supports Roosevelt when Roosevelt is anti-labor and pro-Big Business; otherwise attacks the New Deal. Hearst papers are emotional, intemperate.

III. Right Wing Magazines

NATION'S BUSINESS (monthly)—Bias: Capitalist, conservative. *Nation's Business* presents the gospel according to Capitalism from the very cathedral of Big Business, the United States Chamber of Commerce. It is the official organ of the Chamber. It sees as socialistic not only the New Deal, but those individuals and groups, including many from the churches, who believe that the government, as the servant of all the people, must act to prevent unemployment, poverty, and the resulting spiritual degradation.

SATURDAY EVENING POST (weekly)—Bias: Capitalist, conservative, Big Business. In its Hooverian editorials and special articles, and in its keep-up-with-the-Joneses advertisements, it holds tenaciously to the pre-depression psychology of rugged individualism.

IV. An Extreme Left Wing Newspaper (Communist)

THE DAILY WORKER—Bias: Communist. Don't read it unless you are a good American, able to think for yourself—unless you accept democracy as Voltaire accepted it: "I wholly disapprove of what you say and will defend to the death your right to say it." Serious, deady in earnest, doctrinaire—hence ineffective as a propaganda medium. If you read it, you may see why there are only 30,000 Communists in the United States. (Opposes Roosevelt consistently—sees fascist trends in New Deal.)

NOTE: A Communist weekly, well edited, is *The New Masses*. Same bias as *The Daily Worker*; same warning to readers. Suppress such publications and you have not democracy, but fascism. Democracy is not afraid of these publications; fascism fears them. Their suppression would reveal growth of a fascist trend in America. It might be a prelude to suppression of religious and racial groups here, or of military control, as it has been in Fascist Germany.

V. *An Extreme Left Wing Weekly*

THE AMERICAN GUARDIAN—Bias: Socialism-a-la-American. Citing ideals of the Declaration of Independence, it strikes at causes of unemployment and poverty with pile-driver blows, with words reminiscent of Patrick Henry assailing British tyranny. It is emotional and evangelical in behalf of "the abundant life." It holds that no mere Roosevelt "recovery" can save America from the Pandora Box of Capitalism's evils. It sees Hearst and Hoover as the loyal defenders of Big Business, and Roosevelt as its smiling supersalesman.

VI. *A Liberal Newspaper*

THE NEW YORK POST OR WORLD-TELEGRAM OR A LOCAL SCRIPPS-HOWARD PAPER—Bias: Capitalist, with belief that regulation and reform will make capitalism work. Middle-of-the-road: neither too far left, nor too far right. In this respect, these papers are quite like Roosevelt; hence, usually, these papers support him. Like Roosevelt and all middle-of-the-roaders, they are often confusing, contradictory, inconsistent.

If ever a newspaper deserved the Pulitzer prize for trenchant editorials, it is the *New York Post*. If ever that prize should be awarded for excellence of special writers on current issues, it is the *World-Telegram*—with Heywood Broun, William Philip Sims, John T. Flynn, Harry Elmer Barnes, and, occasionally, Westbrook Pegler.

VII. *A Liberal Weekly*

NATION OR NEW REPUBLIC—Usually further to the left than liberal newspapers. Hence, more consistent, more doctrinaire, less contradictory. Cordially disliked by extreme Right and Left alike. Note *Daily Worker's* contempt in

March of the Liberals: Franklin Newman

"We are the liberals, tried and true;
We read the *New Republic*, and the *Nation*,
too. . . .

(Chorus)

One step forward and two steps back
That's the method of our attack
We're too superior to take any side,
We keep our minds and mouths open wide."

VIII. *A News Review of the Week*

THE AMERICAN OBSERVER—Bias: "Give light and the people will find their own way." Especially for social-science classes in high school and college, but anybody can read it and surprise his friends with what he knows. Temperate, moderate, scholarly outlining of issues and trends. Shows all sides—even of Roosevelt.

TIME—Bias: Be interesting at all costs; be Right but don't neglect the Left. Alive with interest, cryptic, often confusing; mixes the flippant and superficial with the serious and fundamental. A cross between the *New Yorker* and the *New York Times*, but with its own peculiar focus resulting in pictures of reality all its own. (Attitude on Roosevelt—who knows?)

IX. *Catholic and Protestant Reviews of Current Issues*

Bias: Varies with churches and with groups within the churches, but all these hold that religion, pure and undefiled, must help build Christ's Kingdom on Earth. These churches have vast influence on public opinion. In the effort to stop ministers from discussing current issues we see a definite fascist trend. In this connection, recall what has happened in Germany; note also recent attacks published in the Hearst press on "reds" in church groups.

The religious conviction that no political state must supersede God may save America from fascism. The Protestant tradition of rights and obligations of the individual conscience, most important in this connection, goes back to the Pilgrim Fathers, and beyond them to early Christianity. It may be as significant today and tomorrow as it has been in the past.

CHRISTIAN SCIENCE MONITOR—Well edited, optimistic, but not Pollyanna. Excellent features, good foreign correspondence. Ranks with the *New York Times* in interpretation of education trends, and in many of its features. National and international in circulation. One of the best family newspapers anywhere.

AMERICA—A Catholic weekly review of events and issues, edited by the Jesuits.

COMMONWEAL—A liberal Catholic weekly edited by a group of laymen.

THE CHRISTIAN CENTURY—Recently designated in the *New York Times* as "one of the most influential Protestant journals in the country."

Occasional bulletins and reports of the METHODIST FEDERATION FOR SOCIAL SERVICE—Strongly anti-Fascist in its frank, fearless surveys of current trends. Hated by right-wing Big Business—in and out of the Church. Readers chiefly comprise courageous preachers rooted in democratic-Christian idealism of the Wesleyan movement. The Federation's recent analyses deflating Long and Coughlin may have far-reaching significance in preventing dictatorship in America. (Federation sees Roosevelt's New Deal futile; says it can't work under profit system. Sees fascist trends in it. Federation has revealed how education has suffered under the New Deal.)

X. A "Back-of-the-News" Service for Business Men

THE KIPLINGER WASHINGTON LETTER—Bias: Capitalist, temperate. Brief, brilliant exposition of much that most newspapers don't print. It is read every week by probably every influential banker and industrialist in America. Famous for accuracy in predicting future events and trends.

XI. A "Back-of-the-News" Service for Left-Wingers

ECONOMIC NOTES—Bias: Communist. Ordinarily not emotional; sometimes quite so. Sees what Kiplinger sees, but through Communist glasses. Cites figures and reports of capitalist business firms and of governmental bureaus, and presents same with generous seasoning of Communist prediction. (Consistent in contempt for Roosevelt.)

XII. Miscellaneous

THE SOCIAL FRONTIER (monthly)—Bias: The assumption that education can rebuild the world. Penetrating analyses of why and how our schools fail to justify their existence in terms of building a more humane civilization. It is the only educational journal which attempts to relate education to current issues.

HARPER'S MAGAZINE—Bias: The notion that cultivated men and women find truth as fascinating as fiction. Conservative in the sense of wishing to conserve life's humane and cultural values. Radical in the sense that it goes to the roots of sociological, artistic, scientific and religious questions. It is a magazine for thoughtful adults who desire not only the best in current fiction but also authoritative expositions of important trends in human affairs.

BULLETINS OF CONSUMER'S RESEARCH—Bias: Belief that most advertising is untrustworthy. *Consumer's Research* compares claims of advertisers with facts about their products, as revealed by scientific tests; publishes its findings in confidential releases. Note the comment in an article in *Current History* by Ernest Elmo Calkins, advertising expert: "If goods were sold by fact and logic, Consumer's Research would be bigger than Standard Oil." Consumer's Research officials seem to have as many idiosyncrasies as prima donnas, as their recent labor troubles indicate.

Integration Making for Integrity

Frederick H. Bair

Dr. Bair, an associate editor of THE CLEARING HOUSE, is at present superintendent of schools at Shaker Heights, Cleveland, Ohio. At the close of the present school term he will leave Shaker Heights to assume the superintendency at Bronxville, New York. For some years he has been widely known in progressive education circles as a school-man who is not likely to be tripped up by slogans. The article that follows is his characteristically sound treatment of one of the most widely discussed aspects of our current educational practice.

"INTEGRATION" should be pursued by the wise educator not primarily as the better relating of subject fields, although the need for this is sufficiently apparent, but as a process making for integrity in the children concerned.

It must be obvious to anyone thinking with penetration that the basic disease of our troubled civilization is that it has no accepted sense of direction or goal. The surface confusion which is apparent in our economics, our politics, and our conduct arises from a more profound confusion in values—in fine, from an absence of essential integrity in our society as a whole.

Dis-integration is the inevitable consequence of any such state of affairs, and perhaps the most important business of sound education must lie in just, economical, and intelligent sifting of values in a process making for integrity, personal and social.

To that end, in my opinion, the schools should steadily strive to advance their children in three ways: mastery of the skills, the pursuit of beauty, and social understanding and effective participation. Elementary schools should be built small, none to exceed five hundred in enrollment. Classes should be limited to twenty or at most twenty-five. And the organization should proceed on the "mother-teacher" principle, with specialists in art, music, science, physical education, and hand-work as a part of, and not divorced from, the central core of activities always under the mother-teacher's direction.

Since integration is commonly considered, however, from the standpoint of the advanced grades, where subject matter is pigeon-holed, it will be treated here from that angle, beginning with the seventh grade.

It would be interesting and probably effective to temper the transition between the elementary and the junior high levels, which is generally too severe, by maintaining the mother-teacher organization to include at least one-half of the subject-matter of the seventh grade—say Social Studies, English and Mathematics, but it is proposed to describe here what is at present being done in the junior and senior high schools under the writer's general direction, and under the specific care and foresight of Principals Russell H. Rupp and Robert B. Patin and their teaching associates.

These schools are among the group selected by the Commission on the Relation of Schools and Colleges. At present, the entire enrollment of the junior high school, amounting in round numbers to a thousand pupils, is included in the experiment; thus far, in the high school only some two hundred students—roughly one in five—are involved.

In the advanced schools, quite as much as in the lower, the integrating process is conceived as including whatever has to do with the child as a person, rather than merely as a pupil.

The sixth-grade teachers help the junior high faculty to know the incoming students. With the child comes an individual folder

built up from his entrance into the schools and containing his complete history, e.g., mental and subject-matter tests, medical record, and—of particular value—careful semi-annual comments by each elementary teacher and records of all conferences with parents. For example, if a child had trouble with mathematics in the fourth grade, the specific history is at hand.

The junior high staff carries on a series of conferences with elementary principals and sixth-grade teachers before the pupils are placed. The grouping of the children depends more than anything else upon the estimates of the elementary staff. Other factors are intelligence, achievement, physical status, and adaptability.

The children are placed in homerooms by sex, alphabetically and without reference to academic ability, and remain with the same homeroom teacher throughout their three years. The homeroom teacher conducts a series of discussions on the basis of a booklet placed in the hands of every pupil, "Planning Your School Day: Suggestions for the Seventh-Grade Homeroom." This has to do with every detail of happy living in the school.

Very early, usually during the second and third week, each homeroom invites every mother to lunch in the school cafeteria. After a deliberate conference, they scatter to visit classes. These early conferences clear up a surprising number of doubts, misunderstandings, fears and questions in the minds of children, parents, and teachers. These luncheons are followed by teas for the mothers, general meetings of the parent-teacher association and homeroom dinners for the fathers.

The general object is to assure that every parent shall be brought inside the school, in sympathetic and coöperative contact, several times during the school life of his child.

Probably one-half of the activities of the school consists of what we have chosen to call the Social Curriculum—what is usually slighted as extra-curricular. These include

the Treble Clef Club (unchanged boys' voices) the Boys and Girls Glee Clubs, the Junior Mixed Glee Club, A Cappella Chorus, Band, Orchestra, String Ensemble, Piano Class, *The Scroll* (student paper) Tap Dancing, Folk Dancing, Fencing, a great variety of clubs, from Aviation and Chess to Swimming, and of Intramural Sports.

It is the conviction of the staff that these, among which election is free except for guidance and limitation, affect, even more profoundly than the conventional subjects, the personal integrity of children.

We have discovered that the successful administration of this hemisphere of the school program calls for more finesse and technique on the part of the staff than do the conventional courses. We know also that this part of the program calls for fully one-half of the time and vitality of the staff, and that forward-looking school boards should provide for it appropriately in the budget. With us, parents participate vigorously and helpfully in every phase of this work. Assembly programs, with few exceptions, are drawn from the work of the school and are conducted almost exclusively by the pupils.

Perhaps nothing could be more clear and useful than to quote directly from the faculty handbook drawn up by the staff for the reception of the incoming seventh grade in 1934:

THE PLAN

Approximately two hundred and twenty-five girls and boys will enter the Junior High School in September, 1934. We propose to offer them an integrated curriculum organized around the social-science course. The core course will consist of a study of significant social topics at the pupil's level. As far as is wise and possible, the work in English, mathematics, and other courses will supplement and enrich the activities of the social science course.

THE PHILOSOPHY

The belief underlying this plan of an integrated curriculum is that the development

of social understanding is the primary aim of education today, and that the work of the entire school should, therefore, be directed toward that end. This emphasis can and should be accomplished without sacrificing the broad cultural and exploratory values of the existing courses *and without discontinuing the teaching of the necessary skills*, such as fundamentals of arithmetic and correct language usage.

It is our belief that the proposed procedure will tend to make the subject matter in all courses more vital and hence both more interesting and more easily retained. The greater number of avenues of approach to our basic goals and the greater number of associations that can be built up in the thinking of our pupils about a certain problem will not only be weighty factors in creating an appreciation of the reality of the subject-matter, but also will tend to increase retention.

Frequent round-table conferences involving all of the teachers of these pupils and the breaking down of departmental walls will prevent the undesirable repetition that is now difficult to avoid and will substitute therefor a planned repetition of fundamental ideas through a variety of approaches. The resulting economy should enable us to teach many things that we have long considered desirable and for which we have not found time.

At the present time many of the pupils in our Junior High School come to us from relatively small and informal elementary school groups. At the outset they sometimes find the size of our school and the complexity of our program distressing. We believe that the proposed plan will tend to make the adjustment to the Junior High School less trying.

We believe that the weekly teacher conferences will result in a greater emphasis on teaching children and less emphasis on teaching subjects. Each child will be more likely to appear as a whole personality, and not merely as a fragment of one passing

under our very eyes at stated intervals.

We believe it to be of great significance that about eighteen teachers will be constantly pooling their ideas about the welfare of these pupils. Out of these interchanges of ideas we believe will come a greater community of purpose, and benefits to children, teachers, parents and the wider community.

THE MECHANICS

We propose to divide the 225 pupils into nine classes of approximately twenty-five each. For convenience at present, these classes will be known as 1, 2, 3, 4, 5, 6, 7, 8, and 9. Each pupil will be assigned to one of three major groups according to his ability and capacity. This placement will be determined by his achievement record, intelligence scores, reading ability, physical status, and his previous teachers' opinions. Each major group will consist of three classes. Classes 1, 2 and 3 will make up one group, classes 4, 5 and 6 another group, and classes 7, 8 and 9 the third group.

In this way we hope to have the girls and boys grouped homogeneously, to a certain degree. This, we believe, will facilitate the work, discussions, and activities of each group and make possible the planning of the content of the courses according to capacities of the pupils.

The daily program will provide for three periods in the morning when the groups will be scheduled as follows:

	<i>Soc. Sci.</i>	<i>English</i>	<i>Math.</i>
Period I	Group I	Group II	Group III
Period II	Group II	Group III	Group I
Period III	Group III	Group I	Group II

Since each group consists of three classes, there will be three social-science teachers, three English teachers, and three mathematics teachers. In the social-studies department we propose to set up three rooms, one to be used as a study or reading room, another as an activities room, and the third as a discussion room. By having the entire

7B class meeting under the above plan we will be able to call them together for a general presentation during any one of the three periods. We will also be able to continue the activities with any group for more than one period, if it is desirable.

During the afternoon the girls and boys will go to the science, art, manual art, home economics, and music rooms for activities which will support topics discussed and studied during the morning. The last period of the day will be given to physical education. There will be at least one period each week for visual education, and activities in the auditorium for the entire group. This set-up also provides for desirable excursions.

The afternoon program is arranged in such a manner that it will be possible to bring together pupils with common difficulties in reading and arithmetic fundamentals for additional remedial work and instruction.

DEPARTMENT CONTRIBUTIONS

A brief statement written by participating teachers describing the manner in which the respective departments will contribute to the core curriculum follows:

A. English

The English Department is pleased to cooperate with the new plan in every way possible. It hopes to teach the fundamental skills, appreciation of literature and the development of composition ability, by using this more vital material.

1. Composition, both spoken and written, will be based on phases of modern American life, comparisons with the past, today's social problems and needs, and our own community life.
2. In the study of literature, stories, books and poetry based on life, industry, and outstanding figures in our modern world will be selected without losing sight of their literary value.
3. Spelling lists will be made up not only of some words from regular seventh-

grade lessons, the "one hundred demons," and words missed by individual students, but from the subject matter in the social-science texts and newspapers.

4. In the study of language usage and grammar, sentences for necessary drills will be made on the same subject matter as the unit of work then being studied in social science.

B. Mathematics

The Mathematics Department is pleased to have the opportunity to cooperate in the new social program as planned for the 7B group. In the teaching of junior-high-school mathematics, the following criteria may be set up:

1. The worth of mathematics in itself.
2. The social needs of the people in general and those of the local community in particular.
3. The interest of the pupils.

With these criteria more clearly in mind than before, we hope to follow as closely as possible the outline as presented in the social-science program. Graphs, percentage, reading of large numbers, and the need of mathematics today as compared with one hundred years ago are some of the topics that can be stressed in connection with this program in 7B. These, with others, can be made more interesting by being closely connected with discussions in other subjects and still not lose any of their intrinsic value as far as mathematics itself is concerned.

Practically all mathematics is closely allied with other subjects in real life, and we believe that by this "new" set-up we can make our work more vital and worth while for the pupils.

C. Art

The Art Department welcomes the opportunity to participate in a unified program for the 7B's. We feel that the associated study will make for point and interest in the art work. As far as possible we will

follow each of the social-study units with art enrichment. Such main themes as transportation, communication, power, natural resources, and work (both manual and mechanical) will offer opportunities for a greater variety of expressions. These may take the form of three-dimensional models, stages, friezes, block prints, etc. The ideas may be interpreted literally or symbolically.

The children will be made acquainted with the increased consciousness of art principles in the designing of modern machines, as well as the use of machine and industrial motives in designs of buildings, furniture, textiles, glass, and pottery. Slides and pictures will be used frequently, and newspapers and magazines where they connect with any aspect of any of the children's work.

D. Manual Arts

The Manual Arts Department is enthusiastically welcoming the chance to participate in the integrated program for the incoming 7B's. Whenever possible the content of the social-science course will be interpreted and enriched in the shops. This will be developed through practical class projects that provide for the use of actual materials and tool processes in woodworking, metal working, printing, electricity, and drafting. It is our hope to stimulate investigation and add practical values and meanings to each unit.

By providing tangible, meaningful contacts we plan to utilize the child's natural desire to manipulate and investigate in order to help interpret ideas directly related to the units studied in the social sciences, thereby insuring the maximum in educational values that can be developed through the Manual Arts.

For example, the study of communication will be given a practical interpretation in the shops through experiences and projects based on printing, drafting, the telephone, the telegraph, and the radio.

E. Science

We, in the Science Department, believe every major social problem in the course of study is complicated by a vast array of scientific facts, which the pupil should know. Not only should he know these facts, but he should also understand the scientific generalizations involved in the larger social problems. By directed class and laboratory experiences he should be led to discover for himself such facts and principles. In the proper laboratory atmosphere and under thoughtful guidance he should develop the scientific method in solving practical situations.

The science course for the 7B group next fall hopes to achieve this purpose by selecting such problems for exploration as are suggested in the units of study in the social-science course. For example, if the group is working on the general problem, "What are the factors in the high standard of living in the United States?" certain basic scientific concepts are suggested. These, and some of the facts which support them, are:

1. Man, like the lower animals, is in a large measure the product of his physical environment. His activity is conditioned by:

- a. Climate—wind, precipitation, temperature, insulation, etc.
- b. Physiographic features—mountains, valleys, plains, streams, lakes, oceans, plateaux, etc.
- c. Natural resources—soil, coal, oil, iron, salt, etc.

2. Man, like the lower animals, is influenced by his animate environment—plant and animal life as a source of food, medicinal plants, domestic animals, other human beings.

3. Man, unlike the lower animals, is able to rise above the limitations of his physical and animate environment. This he does by reason of his:

- a. Superior intelligence (factors and measure of intelligence?)

b. Genius for invention (resulting in development of great power, labor-saving devices, new modes of transportation and communication, etc.)

4. Heredity is an important factor in the life of the individual. His standard of living is conditioned by it.

5. Individual and community health are related directly to present-day knowledge of disease and its causes.

6. Modern scientific knowledge is an instrument of progress.

We endorse this plan and are happy to be participants.

F. Music

The Music Department is looking forward with interest to the opportunity of correlating its subject with the new social-studies program. There are many interesting avenues of approach for such correlation:

1. American folk music, with the development of civilization, transportation, and communication. For example: a presentation of songs in relation to the western movement, i.e., pilgrim, colonial, mountain, Negro, cowboy, and Indian songs.

2. The contribution of music to high

standards of living through an appreciation of the use of leisure time.

3. The influence of industrial revolution upon the production of music by mechanical means—such as the change from traditional folk music to music of the printed page, the music box, phonograph, player piano, etc.

4. Electrical communication through radio, phonograph, pipe organ and electrically controlled instruments of the string family.

EVALUATION AND RECORDS

Before a unit is started, the participating teachers will determine very definitely the objectives to be achieved. At the close of the unit the work will be evaluated, and it will be ascertained, as far as possible, the extent to which the objectives have been realized. This will be done by scientific objective testing and group discussions by the participating teachers. We propose to keep careful records of the progress, accomplishments, and shortcomings revealed in this endeavor.

The plan as sketched is now in its third year. It has the enthusiastic support of faculty, students and parents, and promises to evolve more successfully in the future than anyone dared at its inception to hope.

The Library as the Heart of the School

Thomas B. Portwood

Let us embalm the books in our school libraries. Let us catalogue and file them neatly, lock the door, and throw the key away. Or else let us use common sense and open the school library to the pupils, and encourage them to use it. Mr. Portwood, who is assistant superintendent in charge of the Secondary Division, Board of Education, San Antonio, Texas, sharply attacks the idea of the guarded-vault library in this article. Some superintendents and principals should examine their consciences closely in the light of what this writer says.

NO ONE knows how long the ideas of reading and books have been linked with education and schools. There have been school libraries for a long time. That is certain. Why has it been so difficult to make the library really function in the average school? Why have not the library and the school grown up together? There seems to have been a cleavage between the school and the library, which has not disappeared even to this day. Certain factors seem to stand out as possible causes.

1. *The idea of study.* A teacher recently said that she doubted the wisdom of letting pupils go to the library, since they wasted so much time looking at books and magazines when they should have been studying.

We still seem to be holding rather strongly to the notion that pupils are in school primarily for subject-matter mastery, that such subject matter is found in certain books known as "texts," and that any effort on the part of the pupil to go to other sources is a waste of time. We do have something to say about education for leisure, and learning to read for fun, but we are easily stampeded into the ranks of the subject-matter specialists.

We are not so much concerned that pupils use many books as we are that they read some particular thing from some particular book. In short, they must study a definite assignment. Of course each of us denies that our schools are based primarily on formal study—but our practices prove the opposite.

2. *The idea of the study hall.* Since subject matter gained from certain assigned sources seems to fit our plan, it is perfectly natural that there should have been developed as part of the school plant a place for mass study. And so the study hall is usually found separate and distinct from the library.

In fact, many argue that there is no connection between the library and the study hall. It may be admitted that pupils are to be allowed to go from the study hall, where they are at work on "assigned tasks," to the library, where they may find certain information. But they are always *studying* while in the study hall and *reading* while in the library. Possibly many of us still think that the former is more valuable for pupil growth than the latter. Certainly the formal regimentation usually found in study halls is not conducive to pupil initiative and creativeness.

3. *The idea that books must be carefully protected from children.* The supervisor of a large state department recently told of a superintendent of schools who boasted that his junior high school possessed one of the finest libraries of any system of like size. "For," said he, "I carry the key to that library and no one goes through the door unless I let him in."

Well, of course, most of us will permit the librarian to have the key; but we are terribly afraid that the children may get at the books and injure some of them (that is, some of the books). So we have all kinds

of checking devices through which we actually discourage the free and spontaneous use of books. In some libraries, fines are assessed which are of such nature as to prohibit any pupil taking a chance on losing a book. The pupils simply decide to let the books alone.

Of course books become worn if they are used. Some will be damaged through carelessness of pupils, because many adolescents are utterly careless. Boards of Education spend large amounts for supplies for science, home economics or shop work. Why not for books that are likewise used up?

4. *The idea that a library must be inhabited by a very few pupils* at any one time, and that the traditional "reading room" atmosphere must prevail.

There is a vast difference between disorder caused by pupil indifference and a normal work situation wherein pupils are interested and bustling with activity. But in neither situation do we find that atmosphere of complete silence which so many librarians seem to associate with a library. The formal study hall is usually quiet. Pupils are too bored as a rule to do other than remain quite inactive.

Nothing is more satisfying than to see large groups of pupils at work in a well organized library. One gets the impression that something worth while is going on. It is an impression of interest and industry working one with the other. I recently had occasion to visit a large library in a senior high school on several different occasions. I had been told that there were too many pupils in the library for effective work. The number of pupils ranged from three hundred to four hundred at different times of the day, and I was never able to detect the slightest evidence that those in the library were not properly and profitably engaged. Pupils were at work on all kinds of things involving books, magazines, maps, and other types of material. Some were conferring with others. There was not confusion but

rather the hum and bustle of busy young people.

If there is such a thing as pupils coming in contact with books, newspapers, magazines, etc., and profiting therefrom, I think I saw it happening. Who wants a death-like silence of boredom when it is possible to have a bee hive of industry?

5. *The idea that each pupil must have a "basic textbook"* in order to have a proper and productive school career. The proper use of the library is almost automatically prohibited by the slavish following of textbooks. Even in the hands of teachers who have high regard for pupil activity and exploration, the trend is always toward the one book and away from the library.

The finest challenge that any pupil can have comes in having to explore and delve for information about something in which he is vitally interested. Such a challenge calls for many sources. Much of the benefit comes from the new discoveries made incidentally as the search continues. As many paths cross and recross, the pupil gains a sense of relationship not possible with the use of any single book.

The library becomes a "happy hunting ground" to such a student. He comes to look upon it as his best friend. He wants to use it—yes, and he soon comes to love books and writers. He has seen the value of gaining the views of many people as reflected in their writings. He has come to know of the treasures locked within the confines of the printed page. All of this may happen. It does not happen in a majority of cases because we are too busy "learning things" from textbooks and passing examinations on the state of such knowledge.

The junior high schools of San Antonio have now operated about twelve years without a "basic" book having been issued to any pupil. Teachers and pupils have forgotten about books, except as they exist in the school libraries.

The library has an important role under such conditions, and is forced to play it. It is not a question of using the library as a *supplementary* source. The library is the source. If there are textbooks belonging to and furnished by the State, such books are to be found in the library. But there is no one book that is set apart from any other. The pupil is largely the judge as to whether he is getting the light that he is seeking.

Of course many have trouble finding material. The library must be in charge of one or more teachers who have a knowledge of the program of the entire school. They must know how to direct pupils, know when to help and when to withhold help. Thus, the librarian is much more than

a book-storage technician. She is really the most important teacher found in the entire school. Furthermore, the library which really functions as the heart of the school must be kept up to date. Pupils react at once to new and interesting material. The job of keeping up to date demands a library committee that works constantly, keeping in touch with new material which comes out.

The findings and recommendations of the library committee are made available to all libraries in the form of published lists of approved titles. In this way, it is possible to have a constant stream of new and interesting books, magazines, pictures, etc. The pupil comes to look upon the library as a most useful place.

Unwillingly to School

Ruth Wanger

After much worrying and many words about the matter of backward pupils, the educators at a recent conference on high-school problems "came from the same door wherein they went." In the argot of the day, their conclusion was "So what?" The author of this article, principal of the South Philadelphia High School for Girls, has done something about it. She tells here of the success of the special classes established at her school, for girls of low I.Q.

SOME four or five years ago, I heard a prominent educator say to a group of high-school teachers that the non-academic pupils who were in schools because jobs for juniors had disappeared were in school to stay. "And the period of their schooling will be longer than it has been. They will be in school until they're 18, perhaps until they're 21. So what are you going to do about it?"

I listened with a feeling of resentment. I felt like answering: "What are *you* going to do about it?"

After all, we did not pretend to be great educators. We were ordinary, average human beings, trained in colleges, and examined by school boards, to do a particular kind of teaching. And now we needed new techniques, new equipment, new understandings. And the educators and superintendents were gently but firmly passing the buck. "It's your problem. What are you going to do about it?"

We turned to the educational magazines, and they were usually filled with charming pictures of the accomplishments of the high I.Q.'s, usually of private schools, or the public schools of wealthy suburbs, where classes were small, where children had well-nourished bodies, and in large measure, came from homes that offered a rich cultural background.

The new groups of children we were getting often came from bare, bleak, slatternly homes. Sometimes there was not enough to eat; and sometimes there was enough, but it was the wrong quality. There was no family tradition of education, nobody had ever gone

through high school, nor had cared to do so.

Usually, such pupils stayed away from school as many days as they dared. When forced in by the truant officer, they would sit stolidly for a few days, then disappear again. There were so many of these children that we were in a dilemma. Failing them would mean sometimes failing practically a whole class. Passing them on the city course of study would be destructive to the morale of the school. We should be passing them, not for accomplishment or effort, but for their presence on our roll. Emasculating the course to the point where it was comprehensible, or not too demanding, to the non-academic mind, would in many cases mean offering worthless rag-tags that could by no means be labelled educative.

Somewhat more than a year ago, we asked for and received permission to work out our own salvation, with the promise that we might give what elementary work we felt desirable—that is, assimilable, and at the same time worthwhile—with the goal, a certificate instead of a diploma.

At South Philadelphia High School for Girls we had for years carried as a special class a group of extremely low I.Q.'s, who had each time, through the exigencies of a crowded school system, been pushed bodily into the senior high school. Scattered, they, their teachers, and to a slight degree, their classmates, were unhappy. Together, they were happier, for there were no insidious comparisons. And when by accident, an over-staffed junior high school sent us temporarily a genius of a teacher, we learned that it was

possible in the one-year course we gave these girls to develop personality, self control, a sense of responsibility, poise, self-restraint, and a degree of vocational efficiency.

These results were one of the things that gave us the courage to tackle our new problem. There was also here and there, I am glad to admit, an educator who turned from the tempting possibilities of the high I.Q.'s to lend us a helping hand.

Our new course was to begin in February 1935. Preliminary discussion with the heads of departments led to our resolution not to be concerned in the least with ordinary high-school requirements. We would attempt to find for these children who came so reluctantly to school, or who had such trouble with even our "slow" courses, work that would lie so close to their own lives in the present and the near future that it could not fail to interest them. We would start with them at the point where they were educationally, socially, culturally, and build from there. Very little homework was to be asked.

We agreed to admit to the course girls from the 10th or even the 11th year if they were clearly out of their depth. We even accepted girls who were still labelled 9th year pupils provided they had been in the 9th grade a year.

We expected for a starter to have enough applicants for two classes, and would then group the older girls in one class, the younger in the other. Of course, we hoped that after the first term or two the popularity of the course would bring in pupils in the early part of their high school careers, so that girls would be more nearly of an age, and would not clog the machinery of the regular courses.

As to I.Q.'s, we decided to set 80 as a lower limit, and 105 as an upper limit. The upper limit may seem high, but we have occasionally girls with I.Q.'s over 100 who for some reason, emotional perhaps, are unable to succeed in our regular courses.

We decided upon English, the social studies, science, mathematics, typing, cooking, sewing, as basic subjects. We chose care-

fully the teachers in each subject and then for several months the heads of departments, teachers concerned, and I, worked on our course of study. Sometimes we worked within departments, sometimes all of us worked together. We were brutally frank when we thought suggestions too difficult or too remote from the girls' interests. We learned to "take it" from each other. Indeed, we learned a great deal through those long discussions. We knew, of course, that we should have to be very adaptable, that all of our preliminary work might have to be thrown overboard when we met our new classes.

The girls for whom we were planning, if they read at all, were quite usually devoted to *True Stories*, *I Confess*, and not much else except the movie magazines. The literature list for the high school was impossible, so we decided, for the English, not to worry about books for the present. We sounded out a number of "home" magazines and found one company willing to give us enough copies of their magazine (not a Hearst journal), a month after each publication, to supply each girl with a copy. Here was material not only for reading, but for recipes, fashions, furniture hints, etc., valuable in other courses.

For the rest, English teachers were to bend their efforts to help these girls adequately to express their thoughts and feelings. They were to learn to speak on their feet, facing the class, as well as in informal discussion. Their written work was to be largely the writing of business letters, invitations, thank you notes, and similar practical subjects.

Science offered many everyday problems. We took over the home, as it were, and gave our attention to each room in turn. What to keep in the medicine closet in the bathroom and how to keep the bathroom sanitary, how to choose mattresses and bed springs, how to keep moths out of the furniture, how to mend the radio, what to do and what not to do when a fuse burned out.

In cooking, we started with simple home

meals—for instance, lunches in which preparation was made for four people for impossible sums like 27 cents. After the meal was cooked it was properly served. Three of the four at table were members of the class and the fourth an invited teacher. The girls were responsible for the appearance of the table, serving, their own table manners, and for conversation. In the same way, Sunday evening suppers with company present, refreshments for parties, invalid trays, all received attention.

Mathematics and typing were built very carefully upon the other courses. In arithmetic the girls learned how a recipe for six might be changed to serve ten, or one for two might be changed to serve five. They calculated the cost of various uses of electricity, of installment buying, of interest on mortgages.

The vocabulary for typing was gleaned from all the other courses, so that here was not a technical business vocabulary, but a general vocabulary, with training in spelling, understanding and use of words. Typing was the bait used to entice girls into the course, for we accepted only girls who wanted to come. That was necessary to avoid future complications.

Social studies was the most difficult subject of all to arrange. Should we start with human relations and run the risk of having the course become an accumulation of pious hypocrisies, or should we start with simple economic problems? Should we teach current events? Harry J. Baker, who in his book, "Characteristic Differences in Bright and Dull Pupils," gave us some valuable hints on other subjects, informed us that in the social studies it seemed impossible to get an intelligent interest in subjects beyond the individual world of the low I.Q.'s, but that we must go on trying if we were to realize democracy. We decided on simple economic problems and current events.

A year has passed since the experiment began. Toward the end of the first term, we met to plan for the second term and to talk

over individual cases. As a result of these talks, we learned to know the girls better, individual teachers realized mistakes, got ideas for new methods of attack, new ways of dealing with problem girls, etc.

We agreed unanimously to drop one girl from the course. She was a trouble maker, giving her class a bad reputation in the school. The teachers had been unable to change her attitude, and the future of the course seemed most important, for new courses are delicate plants. One girl was asked to repeat the course. The rest were promoted, one or two with a condition in such subjects as typing.

In some subjects changes were made, both for the new groups about to begin and for the girls who were to go on. We introduced human relations in the second term and put it in the hands of the psychologist, with results that appear satisfactory. In general, it seemed as if our plans had been well laid, and we had only to build carefully on these foundations.

One new decision was to give the girls homeroom teachers whom they have in class, too, since they usually need a friend and confidant who knows them well. This has worked out very satisfactorily. We also decided to organize all the girls in the modified course, beginning and advanced together, with a president and other officers, to give them standing in the school. When I heard them cheering their team in our semi-annual play day, I felt that we had come a long way towards a favorable response to the course from our school population, since they themselves had pride in their group.

The second term has passed smoothly. This is not to say that we have been uniformly successful. The two classes with which we started last February had dwindled to one by September. Try as we would, with all the intelligence and all the good will we could command, there were some girls who refused to be interested. As the sixteenth birthday came they disappeared. An occasional girl found a position.

Those remaining, except for the girl we dropped, seemed very definitely to have benefited from the course. The girl who had to repeat has become outstanding. Several times I have entered the second-term class to find the teacher absent, and the girls all quietly absorbed in their work. Some of these same girls had been serious discipline problems during the first term. I have gone into the social studies and found accurate information, attitudes and ideas that seemed extremely sensible and worthwhile. I have found the girls expressing themselves unselfconsciously and with dignity.

Some of these girls have eaten their meals all their lives from tables that were never set—tables where a meal had no social implications. Yet in cooking, I have sat down to their perfectly set tables, and been served both from the kitchen and at the table accurately and naturally, with everyone handling her silver as she should and even time and ability left for friendly conversation.

Nine of the girls who had been in high school for four years and who had successfully completed one year in this modified course, received their certificates this January, taking part in the commencement exercises along with our 260 duly accredited diploma graduates.

During their first term they were so impossible that the seniors were not eager to have them take part in their activities. They have grown enough in this year to understand that they are pioneers and that their conduct determines, in large measure, the way girls in the modified course will be treated in the future. They have accepted slights with unusual self control in this second term,

and in the end have been accepted by the regular seniors because of their exemplary conduct.

We have made a beginning. On the whole we are pleased with the year's work, though we are by no means satisfied. We work constantly on the course, to bring it closer to the girls, to make it more valuable to their development. We ourselves strive to be more expert in technique, more sympathetic in attitude, more understanding of problems. We labor to keep the rest of the school, both teachers and pupils, from even thinking of these girls as inferior. We know that there should be probably 500 girls in the course instead of 100, and to get the other 400 in, we must make the course desirable.

We admit no girls directly to the course from other schools, for in trying that we have found misunderstanding and dissatisfaction. There must be at least a term with us, and alas, there must usually be failure in one of the regular courses, before a girl is willing to come.

Perhaps to some of you our accomplishment seems small. But, consider our hideously overcrowded conditions, with our short school day for each child. We run two complete "shifts," one in the morning, and one in the afternoon, ending after dark in the winter time. Consider the small amount of help we have had from experts and specialists in child training. Consider the deficiencies of our own training. My own feeling is that the heads of department and teachers who have participated in this experiment and made it a reality, have shown courage, intelligence, and professional standards of the highest grade.

Youth Challenges Society

How Much Responsibility Should Government Take?

Franklin J. Keller

As Director of the National Occupational Conference, Dr. Keller is widely known among high-school teachers and administrators, especially those who are interested in the wider aspects of guidance. Dr. Keller is now "back on the firing line"—he has returned, after an extended leave, to his position as principal of the East Side Continuation School, New York City. By special permission we offer here his address given at one of the sectional meetings of the St. Louis meeting of the Department of Superintendence. The article is especially appropriate in THE CLEARING HOUSE as an addition to the contributions we have already offered on the problems confronting youth.

IN JANUARY the following bill was introduced in both the Senate and the House of Representatives:

"To provide vocational training and employment for youth between the ages of sixteen and twenty-five; to provide for full educational opportunities for high-school, college, and post-graduate students; and for other purposes.

"Sec. 1. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of Labor and the Commissioner of Education are authorized and directed to provide for the immediate establishment of a system of vocational training and employment on public enterprises for the purpose of providing regular wages for youth between the ages of sixteen and twenty-five. These regular wages shall be equal to the prevailing rate of wages for the work performed as established by the recognized organizations of labor in each community. In no case shall wages be less than \$15 per week plus \$3 for each dependent.

"Sec. 2. The Secretary of Labor and the Commissioner of Education are further authorized and directed to provide for full payments of fees plus the average weekly living expenses of needy students in high schools and vocational schools: Provided, That such compensation, exclusive of all fees, shall in no case be less than \$15 per

month. These payments shall become effective upon entrance into high school or vocational school and shall be made throughout the entire year.

"Sec. 3. The Secretary of Labor and the Commissioner of Education are further authorized and directed to provide for the immediate establishment of a system of regular employment on college projects for the purposes of providing regular wages for needy undergraduate and graduate students in colleges. These projects shall be of academic nature in accordance with the educational purposes of the institutions of higher learning. These regular wages shall be equal to the prevailing rate of wages for the work performed, determined in the same manner as under the terms of Section 1 and/or by the local youth commission as hereinafter provided; but shall in no case be less than \$25 per month. Employment on these projects shall be provided upon entrance into college and shall be continued throughout the entire year.

"Sec. 4. The minimum compensation guaranteed by the terms of this Act shall be increased in conformity with the rise in the cost of living.

"Sec. 5. This Act shall be administered and controlled, and the minimum compensation and conditions of work shall be adjusted by youth commissions. These commissions shall determine eligibility for benefits under

this Act on the principles herein provided. In all administrative boards set up under this Act, not less than one-third of the membership shall consist of the elected representatives of youth organizations, not less than one-third shall consist of the representatives of organized labor, and the remainder shall consist of representatives of local social-service, educational, and consumers' organizations.

"Sec. 6. All works projects authorized under the terms of this Act shall be projects actually beneficial to the community, and no works projects so authorized shall be directly or indirectly of a military character or designed to subsidize any private profit-making enterprise.

"Sec. 7. The benefits of all sections of this Act shall be extended to all youth without discrimination because of nativity, sex, race, color, religious, or political opinion or affiliation. No youth shall be disqualified from enjoying the benefits of this Act because of past or present participation in strikes or refusal to work in place of strikers, or refusal to work at less than average local trade-union wages, or under unsafe or unsanitary conditions or where hours are longer than prevailing union standards of a particular trade or locality or at an unreasonable distance from home, or at apprenticeship employment where for work equal to that of adults or other young workers equal wages are not received.

"Sec. 8. There is hereby authorized to be appropriated, out of any funds in the Treasury not otherwise appropriated, sums as may be necessary for the purposes herein enumerated. Further taxation necessary to provide funds for the purposes of this Act shall be levied on inheritances, gifts, and individual and corporation incomes of \$5,000 a year or over.

"Sec. 9. This Act may be cited as 'The American Youth Act.'"

This bill was drawn up and is being sponsored by the American Youth Congress,

said to be composed of 860 organizations representing 1,500,000 youths. It probably embodies the opinions of a large proportion of organized youth in this country. The extent to which they may be accepted as the well considered opinions of the average youth, isolated and unorganized, every person must determine for himself. In any case, the bill formulates a proposal and offers a challenge.

Why this challenge? Why this astounding proposal that the government shall take over complete responsibility not only for the education, but for the support of the entire body of youth between the ages of sixteen and twenty-five?

The easiest course is to dismiss it as just another Townsend Plan dropped down to the other end of the age scale. But again, as with the Townsend Plan, it is a wiser policy to examine the circumstances giving rise to the challenge, and in the light of those needs, to determine the wisdom and feasibility of the remedy.

II

A very wise clergyman said to me the other day, "My parishoners come to me with all sorts of troubles, physical as well as spiritual. Yesterday a man begged me to get a bed for him in the hospital so that he might be cured of his serious illness. I knew that if I could offer him a job he would be well tomorrow."

The youth problem is essentially a problem of unemployment—it is the lack of a *remunerative, productive, preferably creative* job. I do not propose to add to the already numerous explanations of the depression, but rather to proceed from some obvious and accepted premises to a few debatable, perhaps unpalatable conclusions.

The first cause of unemployment is the *series of technological and organizational changes* that have resulted from modern inventions and refinements—machinery, specialization, mass production, big business, and financial pyramiding. In themselves

these factors do not spell depression, for, in an economy of plenty, there is no reason why every individual should not have plenty. However, the rapid development of these new techniques and practices, leads to the second cause, which is the *failure of economic, social, and political organization* to control these changes in the interests of the individual. And so the most rugged individual succumbs to starvation or to the humiliations of relief.

In *Man the Unknown* Dr. Carrel says, "Men of science do not know where they are going. They are guided by chance, by subtle reasoning, by a sort of clairvoyance. Each one of them is a world apart, governed by his own laws. From time to time, things obscure to others become clear to him. In general, discoveries are developed without any prevision of their consequences. These consequences, however, have revolutionized the world and made our civilization what it is."

The social organization with which we are particularly concerned is the school system. It has not kept pace with science or economics or politics. Of all institutions, it suffers most from social lag.

While more and ever more of the youth group have been forced into the schools, partly because there has been nothing else to do, partly because they wanted to do that nothing better, the schools have been slow to revamp their offerings so as to make the service not only profitable but also palatable to every one of its new clients. With admiration for all the experiments and adventures in education for adolescents and adults (and they have been many and excellent) it cannot be denied that by and large the work of the schools is far removed from the work of the world.

III

The youth problem is essentially an adult problem. It must be solved by adults for adults, whom youth are rapidly becoming. This is our thesis. Examine the program of any youth organization. Basically it is a

demand for the right to live happily. It is a demand for enough of the world's goods, material and spiritual, to feed and protect the body and the soul.

Preparation for and induction into occupational life, social life, and political life, all relate to adult activities. Youth want to grow up. They want what we have—or what most of us have. When they say that youth must save the world, they say it because adults have failed to save it for youth. They say, "If nobody else will do it, we will do it ourselves." And then they propose the same remedies that many adults have already proposed.

This adult-youth problem may be broken down into four major phases.

First, it is economic. Whatever else anybody wants, he wants the means of living. The usual, the normal, probably the only fair and moral way of getting a living, is through a job. Adults and youth want jobs.

Second, it is psychological. There are all kinds of jobs, some of them interesting, some boring, some disagreeable. A job may be interesting because it makes demands upon the abilities which an individual possesses. It may provide satisfaction because the worker sees that he is producing something useful to society. It may fascinate because it calls upon the creative impulse. But it can never be interesting, satisfying, or even tolerable (unless degeneration has set in) if it is "made work," made to provide an excuse for the payment of relief money. Employment must be useful in that it meets a need of society. Young people cannot be deceived into believing that they are useful members of the human race by being asked to go through meaningless motions.

Third, the problem is social. To be useful to society and satisfying to the individual, jobs must be done in a congenial, wholesome locale. Non-working hours must be spent amid desirable and desired relatives and friends. Wholesale shifting of the locale of work contributes to neither efficiency nor contentment.

Fourth, employment must be preceded and accompanied by guidance and training. The assumption that young people will, by a process of trial and error, somehow find their way into suitable vocations, and will then learn to do the job on the job, is no longer warranted.

The prevention of occupational misdirection and job bungling is as much the obligation of government as is the prevention of illiteracy. Vocational guidance and vocational education are as essential to a complete scheme of education as is the teaching of reading and writing. Moreover, everyday experience, psychological research, and educational experiment all point to the superior effectiveness of combining theory with practice, learning with earning, instruction with activity, part-time school with part-time work.

IV

What is the attitude of youth toward the situation in which he finds himself and toward possible solutions? One thing is certain. Youth is confused. Probing the minds of young people who are in high school or in college, or are just roaming about with nothing to do, is an experience in futility.

Positive convictions, which are frequently expressed, are usually the fruits of exasperation—the shouting of a formula or the displaying of a label, to sustain one's courage, to preserve one's ego. When calm and collected or when taken off guard, there is a tacit or expressed admission: "We don't know where we are going, we don't know what to do." Just as with adults. Even as you and I. For confirmation, read all the speeches made all over the world in any one day. Confusion reigns.

After confusion comes frustration. Every normal youth starts out to "be something," to "be somebody." When we were young, every one of us, I daresay, went from college into a job. Today a diploma entitles one to join the ranks of the unemployed.

When you are headed for some place and

your progress is impeded by stubbing your toe, you become a little angry, be the pain ever so slight. You have been frustrated. When your black tie fights back at you as you attempt to turn it into a bow, you become more than a little angry. More frustration. When for sixteen, eighteen, twenty years, you prepare for a job and then crash against a stone wall, there is frustration on a grand scale. Frustration for you means what it means for youth—wrath against the world at large, bitterness, unruliness, moroseness; even, depending upon temperament, suicide.

When the body does not die, the personality does. And then the smug adult complains of youth becoming lazy! Job frustration means leisure frustration, sex frustration, culture frustration. The way of life is blocked. And while waiting, waiting, waiting for the job, burning up internally, youth grows up. He has advanced from a youth problem to an adult problem.

Confusion and frustration make youth an easy prey to exploitation. The hungry man steals a loaf of bread. The desperate man tells a lie. The drowning man grasps at a straw. The man with a fire in back of him jumps out the window. The youth without a job, present or prospective, jumps at anything. He is a ready victim for the dealers in panaceas. President Coffman of the University of Minnesota, has expressed this forcibly:

"Where wars are fought, youth fight them; where new countries are conquered youth do the conquering; where crusades are promoted, youth carry the banners and beat the drums. Old heads may plan a communistic state, but the Young Pioneers and Young Communists burn with enthusiasm for it. *Der Führer* may promulgate a Nazi philosophy, but the young Germans organize and promote its interests. Mussolini may create a fascist state, but his Black Shirts, are, for the most part, the young people of his nation. The Mikado and his cabinet may

plan an imperial, oriental empire, but it is the young men who go shouting 'banzai' to acquire new territory for the empire.

"Everywhere youth are being exploited. The older generation declares it's a young man's world; the young men believe it. The very folly and inexperience of youth make them easy victims of those who would use them for some ulterior purpose; the more majestic, the more flamboyant, the more emotional the appeal, the easier it is to lead the youth of any country or of any generation.

"From time immemorial we have declared that youth hold the key of life. We have played up the thought that life to them is an adventure and that civilization will be advanced through their courage and resourcefulness; and then we have deliberately set up agencies which make individuals the creatures of the state or the subservient followers of some self-seeking group.

"That's what is happening now, with the world in a turmoil, with national ambitions clashing with national ambitions, with millions unemployed and distress still everywhere. Youth are hearing for the first time that many of the channels of yesterday are closed to them; some have returned to school because they found no place in the economic world; others have gone on relief; others are dawdling on the streets, finding no outlet for their youthful energies or their youthful enthusiasms. With the future uncertain, it is no wonder that young people of this generation are in danger of becoming the easy prey of the social racketeer who tells them that America is not the fair land of hope and opportunity that it was pictured to be."¹

What approaches have been made toward the solution of this youth problem? The programs of the National Youth Administration, of the Civilian Conservation Corps camps, and of the American Youth Com-

mission are well known. The American Youth Bill embodies the demands of many of the youth organizations.

In other countries there are approaches with which you may not be so familiar. Each of them has some significance, and deserves further study for its applicability to our American situation.

France has such great faith in the value of occupational training in general, and in apprenticeship in particular, that she has levied an apprenticeship tax (*la taxe d'apprentissage*). In effect, she says to employers, "If we train workers in the public schools you will reap the profits. Why should you not pay the bill? No reason at all. So we are taxing you one-half of one per cent of your total payroll. But suppose you believe that you can train your workers, on a part-time basis, better than we can. That will be apprenticeship, and if you carry out a full program for all your workers, we shall remit the entire tax."

In Germany the predominant type of vocational education is carried out on a part-time basis. The vocational schools (*Berufsschulen*) are what we would call continuation schools. The theory is that skills can best be learned on the job, but that the development of understanding and intelligence is the task of the school.

Then there are the *Landjahr* camps where all children leaving the elementary school (*Volkschule*) spend a year helping farmers and farmers' wives, engaging in physical exercises, and receiving civic and vocational information. The camps serve to relieve the labor market of potential child labor and, in some measure, to prepare the children for their future work. The labor service (*Arbeitsdienst*) camps are for men between the ages of eighteen and twenty-five, all of whom, employed or not, must at some time during this age period, serve at least six months. These camps have been established primarily to take care of the unemployed, incidentally to carry out reclamation, road

¹ Lotus D. Coffman, "The Exploitation of Youth," *The Educational Record*, January 1936, p. 95.

building, and other public projects. It is asserted that the young man learns the dignity of labor and the nobility of service to his country.

With the program of rearmament in full swing, the future of these camps is uncertain. The situation brings home the fact that the building up of a large army may of itself be a means of reducing unemployment. That youth themselves fear this to be so is evidenced in the anti-militaristic proclamations in their various programs.

Great Britain has made a different approach. On the assumption that society is responsible for all unemployed persons, the youngster becomes subject to the unemployment insurance law from the moment he leaves school. Until he reaches the age of eighteen he may not enjoy its benefits unless he attends a junior instruction center at least fifteen hours a week. The work of the center is designed to improve his physique, maintain his morale, and give him some help in choosing and preparing for his vocation, although vocational training, in its strict sense, is not permitted.

While the continuation school law enacted in 1918 has become a dead letter, and therefore part-time school is not a compulsory accompaniment of work, part-time school is a compulsory accompaniment of idleness.

Many years ago the first of the Folk High Schools of Denmark was founded and ever since these remarkable institutions have been outstanding examples of the possibility of building up a stable citizenry through the voluntary participation in an indigenous culture. The sons and daughters of farmers attend these schools three or six months a year, during the seasons when they are not needed at home, and sing and talk their way into being better people and better farmers.

In Russia there is no unemployment. Whatever the youth problem there may be, it is not one of unemployment. The schools are founded upon a philosophy of work. After completing the work of the elemen-

tary school the manual worker attends the factory school. After that he continues to attend courses on various topics, industrial and political. The worker in industry literally attends school all his life.

V

With these facts before us, what inferences can we draw as to the responsibility of government in meeting the challenge of youth?

1. The problem of youth is the problem of adults. The problem of adults is that of setting the economic, social, and political house in order so that every young person will grow up into a well-guided, well-trained older person, and so that there will be a remunerative, productive, creative job awaiting him as soon as he is prepared for it. The process of guidance and training should continue as long as the individual desires help and is susceptible to further improvement.

2. The problem of youth is *not* a problem of *recreation, palliation, exploitation, or exhortation*. Recreation, leisure-time activities, food for the soul and the mind, culture, are of the utmost importance, but they are no major problem. They follow naturally, or easily parallel the provision of satisfactory occupation. Palliation assumes a temporary maladjustment, whereas we have every indication of a definite, continuing trend. Exploitation can be ruled out with the mere sounding of the word. It is reprehensible in any field of endeavor. Exhortation goes out with it. If there is anything more futile or more fatuous than everything else, it is preaching.

3. Now, if people are to be employed, who is to employ them? Who is to guarantee jobs—yes, careers—to youth? There are only two kinds of employers—private and public. Individual business men, companies, corporations must extend welcoming hands to two million young people each year, and *keep* them employed. If they cannot do it or will not do it, then government must meet the challenge and accept the responsibility.

Has it not been ever thus? Have not people had to coöperate to do what they could not do as individuals? United we stand or divided we fall. Let us hang together or we shall hang separately.

Incidentally, if business men *could* coöperate without that interference of government which they so abhor, they could solve the youth problem overnight. They know that in the long run productive industry and agriculture must support all the population, working or idle. They could unite and allocate to each employer, according to the size of his business or the predetermined need for his commodity, his proper proportion of idle workers. In a self-sacrificing mood, they might forego personal advantage, compete for the distinction of saving youth and the nation, take the honor and let the profits go.

If, perchance, this proves impracticable, then all the people, as already organized in city, state, and Federal government, must coöperate to save themselves and their children. Up to the present time, they have attempted to set minimum standards for hours, wages, and health conditions. It has been a desperate battle, a forward sally here and a retreat there, with powerful forces massed against the effort, ranging from reactionary employers to the Supreme Court.

However, the minimum standard, which has not yet been set, and which must be set if young people and old people are to find jobs, is the minimum *number of jobs* available in any field.

Why should less bread be baked if anybody wants and can eat more bread? Why should fewer ships be built if more people want to travel? Why should fewer clothes be made if there are people who are cold or shabby? Especially if they are willing, anxious, begging to work for these necessities and pleasures? Even some of the so-called conservative economists say that the way out is simple: increase production and lower prices. Make more things and enable people to buy them. I do not know if that would

turn the trick. I do know that organized employers have apparently never thought of it, or else they think it impracticable. They certainly have not done it.

All of this may sound fantastic, and probably is. If so, the only way out is for the public to employ idle people, young and old. If it does, such employment must necessarily be concerned with the rendering of services, the production of consumption goods, or the manufacture of capital goods. The government has been providing *public* services for a long time—highways, schools, water supply, prisons, recreation grounds, national forests, and so on. More recently the number of persons engaged in these services has expanded enormously through the addition of relief workers.

The government has, in effect, accepted the responsibility of employing a large proportion of those whom private business and industry could not absorb. Wages have been just high enough to ward off starvation. The money to pay the wages has been borrowed from other people who happened to have it available. The borrowing must continue, because only in a very indirect way are these workers adding to the store of wealth from which they are being paid. They are not supporting themselves.

The argument in favor of confining relief to public works is that competition with private industry would retard normal recovery. That it would reduce the purchases from existing industries is, no doubt, true. But youth are asking, insistently and uncomfortably, "How long do we wait?" and many who have waited are youth no longer.

It is interesting to note how the line is drawn between public and private industry. It follows, of course, the pattern of the status quo. Large numbers of unemployed are engaged in teaching other unemployed, for education is a "public work." But not so long ago, education was a very private affair. The supply of water is a public work, but the supply of food is private. The supply of light and power is public in some places and pri-

vate in others. Despite, perhaps because of, the TVA decision, power is still on the knees of the nine gods in Washington.

And so on and so on. The frontier of public employment has been pushed far. Our thesis is that if private industry, if individual effort, cannot employ all the people to do the work of the world and thereby enable us and our children to live, then society must accept the responsibility of getting private industry to do what inevitably must be done, or do the job itself. Youth challenges the government—that is to say, you and me—and we must meet the challenge.

4. But how may this be done, and what has it to do with part-time education? A few nights ago, after I had addressed some fifty or sixty of these worried youth, one of them told me that all this vocational guidance was ridiculous as long as no jobs were available. Why did we teachers not get busy and provide the jobs? His criticism was fair enough, his challenge misdirected. It is only the government at large that can provide the jobs—and that is the challenge of the American Youth Bill.

It is proposed that youth be employed on public enterprises. There is no restriction as to what the enterprise may be. Whether the economics of the bill is feasible, workable, or even desirable, is debatable, but as to the necessity of attaining the end, there can be no doubt.

5. And this leads us to the matter of part-time education. Youth are asking for a "system of vocational training and employment on public enterprises." The bill seems to assume that the training shall be of the type usually known as coöperative. Experience both here and abroad points to the soundness of this type of education. Educationally, psychologically, socially, it provides for the development of the individual and for his

induction into full-time vocational responsibility more effectively than does any other type. But it is seriously hampered, in fact, breaks down, when individual employers must be implored and adjured to coöperate.

In the depression, apprenticeship has been in the doldrums. True, through the extraordinary efforts of unusual people, some programs have survived, others have been promoted, but the general experience has been that coöperative schools become full-time schools because there are no part-time jobs for the students. Government is responsible then, not only for the employment of young people, but for their concurrent, correlated education.

VI

Objection very properly may be offered that as an educator I disclaim responsibility for, and even knowledge of, the most effective method of providing jobs for young people, and yet use many words to discuss that very problem.

Well, I am somewhat in the position of youth itself. I too am confused, frustrated, and sometimes, I think, exploited. Perhaps the reader begins to suspect as much. However, young people throw back at me their well-justified comments upon the futility of guidance without placement. How do I function as a vocational counselor, teacher, or principal if I am preparing young people to live in a vacuum? The private employer says, "I am sorry that I cannot employ anybody, but I am in the red now." The government says, "The best we can do is to give relief jobs, and that is only temporary."

Why should I not be confused and frustrated? And if society will not use the product to which I have given all my effort, all I seem to be doing is another kind of "made work." Like the young people, I want a job which is not only remunerative, but one which is productive and creative.

The Norris School Coöperative

J. D. Williams

Tens of thousands of tourists went to Norris, Tennessee, to see the building of the dam. There was never a pageant more stirring than the solemn flight of machines at work across that valley, brilliantly flood-lighted at night, accompanied by a symphony of rumbling, clanking, grinding sounds. A mile or so from the dam you might have seen something a little less spectacular but fundamentally more significant: another engineering project—an experiment in social engineering—the “co-op” at the Norris School. The author, at present director of University High School, University of Kentucky, Lexington, Kentucky, was the first principal at Norris and the chief engineer of the project he describes here.

THAT THE T.V.A. MEANS electric-power production to many people of America. The court battles and the Supreme Court decision have given many the impression that the only work the Tennessee Valley Authority is doing is the building of dams, one purpose of which is the production of electric power. Those who are better informed know that the T.V.A. is working on a vastly broader program which includes the control of soil erosion, control of floods, planting of forests, and the operation of experimental laboratories.

In planning the new town of Norris, Tennessee, provision was made for a school. In the minds of those responsible for the planning program, the school was to play an important part in the community. Extreme care was used to select teachers with broad training and experience—teachers who had a desire to undertake an educational adventure. A program was built for children from the ages of two to eighteen inclusive.

The purpose of this article is to describe one of the most interesting developments of the first year the school was in operation. The Norris School opened early in October, 1934. The organization divided the grades from seven to twelve into two groups. Some fifty boys and girls enrolled in what is commonly conceived to be the seventh, eighth, and ninth grades. This group followed a curriculum somewhat more general than did the group which included the last three

grades. The four major fields in the first group were English, Social Sciences, General Science, and Mathematics.

The general-science teacher conceived the idea of planning his work around the life at Norris. His class made arrangements with the town management to rent four acres of ground.

The purpose of the class was to garden. The teacher's purpose was much more than that. He wanted to teach soil chemistry, seed germination, erosion, cultivation, selection, bacteriology, etc. The problems of raising finances and of organizing the work confronted them. This group called to its assistance the social-science teacher, who was quick to see the possibilities of having the group actually experience that which he was trying to teach. Immediately, they studied the various forms of business organization, and after careful consideration decided that the coöperative form was best suited to their purposes.

The problem of raising money to purchase seed, equipment, and fertilizer, and to pay the rent, was not solved. This problem involved both social science and mathematics. The mathematics teacher was soon shifting her teaching to conform to the very vital needs of this group in assisting it to compute interest, percentage, graphs, fractions, measures, and weights.

The board of directors decided to issue 500 ten-cent bonds which would bear 3 per

cent interest with the due date July 1. An interesting and attractive bond was designed by a talented member of the group, and mimeographed. The library numbering machine was used to number the bonds and the number and purchaser were registered by the office section.

How were these bonds to be sold? Who was to sell them? Were they to be advertised? Who should write the advertisements? The board of directors had been facing the problem of letter writing, and now decided that some help from the English teacher would be useful. The English work shifted to meet the needs of the members of The Coöperative by assisting in the development of sales talks, circular letters, business letters, and advertising.

The bond issue was oversubscribed at least twice when it was offered for sale early in the winter.

The organization naturally divided itself into four major departments—production, accounting, administration, and sales. The board of directors was elected to serve for one year. The board organized and elected a chairman, who acted as the chief executive officer.

The Coöperative made connections with a wholesale florist, a seed dealer, a fertilizer dealer; with all of Knoxville; and with the shops at Norris, used at that time for production and adult training.

During the winter season and early spring, when the production department had nothing to be sold, the sales department retailed cut flowers and potted plants, seeds, and fertilizer. Some of the boys of the production department made flower boxes at the shops. The sales department sold these, also.

The accounting group now announced that they had money in the bank—enough to retire the bonds on July 1, and more.

What shall be done with the money? Shall it be divided? To whom does it belong? How shall it be divided? These questions led to many interesting researches and discussions

for the social-science classes. Finally, a rather simple plan was devised. All previous work should be counted as though everyone had contributed the same. From this date on the accounting department was to keep a record of each hour that each member of the group worked. Stock was issued on the basis of the number of hours worked, and dividends would be declared at intervals on the basis of the amount of stock issued. Each eight hours of work entitled one to a share of stock.

Soon personnel problems arose. Some worked faster than others, some threw clods and played around, some salesmen loafed on the job and turned in more time than they actually worked, some wanted to transfer from one department to another. These problems were met by the group, sometimes satisfactorily, sometimes not.

These junior-high-school boys and girls were learning to deal with human beings as they are. Each department elected its own head, who was responsible to the chairman of the board. The board decided to have the department head and his supervisors evaluate the work done by individuals in terms of time, and stock was issued on the basis of the supervisor's report. The sales department was placed on a commission basis.

Some of the group had the idea of building a hothouse, and heating the beds by running an electric wire through the bottom of the bed. The wire was such as to offer enough resistance to make it warm. Plants could be grown in the beds for sale in the early spring, and for The Coöperative's own gardens. This offered a fine opportunity to teach electricity and germination as well as other phases of science.

About the time the hothouse was being planned, another interesting development, a method of competitive bidding between groups within The Coöperative began. Calculation of the cost of such a project as the hothouse was no better than a guess, because no one knew how many hours or shares of stock it would cost The Coöperative. Several

members asked the mathematics teacher to go over the plans carefully with them to determine the amount of excavation necessary and materials to be used. An experienced engineer was then asked to estimate the time it would take them to do the work.

When others heard of this maneuver on the part of this group, new groups sprang up and the mathematics teacher did a beautiful job of teaching geometry and algebra to help these members meet a real need.

The board of directors decided that to know exactly how much a piece of work would cost them was better than to guess at it; so they called for bids from these groups. On this job the question was raised: What should be the penalty for bidding 48 hours and actually using 60 hours? This was penalized by taking away an hour from the original bid for every hour needed beyond the original bid. In the example stated, the actual amount paid the group would be 48, the original bid, less 12, the number of hours over—which would be 36. This penalty had the effect of making the groups figure much more carefully, again motivating mathematics.

As the end of the school year came, some of the ninth-grade students wondered what they were to do with their stock. They had been receiving dividends. Would they continue to do so? When these ninth graders went into the tenth grade, should they still belong? These questions finally led the group to decide to have the chairman appoint a committee to study the problems.

This committee wrote to all parts of the country where producers' coöperatives are working. They learned that this problem of stock disposal when one leaves the organization is perplexing many coöperatives. To place a value on the stock and place it on the open market meant that ultimately control would pass from the hands of the actual producers.

A plan was devised whereby The Coöperative placed a value upon stock at a given date. This was done by the accounting department, and The Coöperative bought in the shares of those withdrawing from the organization.

The procedure raised new problems. But some such procedure is likely to stand, since the producing members retain control of the organization. At one time the problems seemed so hopelessly involved, the finances in such poor condition, and the group so torn by conflicting opinions, that the board of directors planned to incorporate under the laws of Tennessee, have the court appoint a receiver and, if the receivership should prove futile, go into voluntary bankruptcy. Actually, the coming of a strawberry season saved The Coöperative from such a procedure.

Certainly, those advising this group of junior-high-school boys and girls cared little which path the organization took. The road to bankruptcy may have meant financial failure—but we knew that it was an educational success in any event. What more could we desire?

An Exchange Principalship

George Hetzel

"A complete departure from one's usual ways of thinking and doing" can result in much good. The writer of this article, principal of the John Marshall Junior High School, of Pasadena, California, should know. He and Doctor E. Scott Holbeck, principal of the Woodrow Wilson Intermediate School, of Passaic, New Jersey, exchanged schools for a year. The writer's experiences, and his evaluation of the results of the trade, form an article that may induce superintendents and boards of education in other cities to consider the idea.

A RATHER novel idea is being carried out this year in Pasadena, California and Passaic, New Jersey, through an exchange of principals. Dr. E. Scott Holbeck, principal of the Woodrow Wilson Intermediate school of Passaic, and the writer, principal of the John Marshall Junior High School of Pasadena, are exchanging schools, homes, and climates for the school year.

The plan was initiated by Dr. Holbeck, who met Dr. John A. Sexson, superintendent of the Pasadena Schools, at the Superintendents' Convention held in Atlantic City in February, 1935. Dr. Holbeck desired a year of experience in a western school system, and suggested to Dr. Sexson that perhaps he might arrange with one of the Pasadena principals to exchange with him for the coming year. Upon his return Dr. Sexson gave the writer an opportunity to consider the suggestion.

Feeling that a year in an eastern school would be a profitable experience, the writer accepted.

The important steps in completing the arrangements were to secure the permission of the local superintendents and boards of education, to have credentials of each accepted by the state departments of education, and to adjust salary and pension details with district, county, and state authorities. All of these matters were arranged readily with a small amount of correspondence. The school and home arrangements were handled

through a rather voluminous correspondence during the six months preceding the beginning of our trips early in August.

Both of us with our families traveled by automobile, doing considerable sightseeing, as we plan to do on the return trips. As previously arranged, we met at St. Louis late in August and had our first and only personal conference, which lasted for several hours, and which covered a vast number of details, chiefly educational.

Our personal conference, the preceding correspondence, and the exchange of programs, schedules, and general school information served to orient us somewhat. Yet, speaking now only for himself, the writer found a new community, an industrial rather than a residential city, a new type of school, practically an entirely foreign pupil personnel, a differently selected board of education, and a different attitude towards schools and education. Furthermore, not being acquainted with a single individual in Passaic, a complete set of new adjustments was compulsory.

From such a situation there are inestimable educational, social, and personal outcomes. It demands a revaluation and a readaptation of one's educational ideas, the need of making good in a new social situation, and a complete departure from one's usual ways of thinking and doing. Even though one is considered a guest principal for a time, yet there is the responsibility for

organization, management, and leadership which must always be borne by the school principal.

Concerning the educational values of such an exchange, for after all these are of primary importance, each superintendent and board of education expect the exchange principal to secure information and experience that will be of value to their school system, and to the principal's own school in particular.

In order that the greatest specific values may come to the particular principal and his school, the writer would advise others interested in such an exchange to secure it with those having the same type of school, so that direct studies of similar problems under different conditions may be made. While children are children anywhere, yet there is considerable difference between a seventh- and eighth-grade intermediate, platoon school, and a junior high school consisting of seventh, eighth, ninth, and tenth grades.

However, there are so many values accruing because of the educational contacts made possible for a guest principal, apart from the regular school work, that this provision should not be the deciding factor in arranging for an exchange.

In the administration of a new and different type of school there are still the problems of state laws, board regulations, curriculum, program, time schedules, pupil organizations, promotions, grading, faculty meetings, parent-teacher association, janitorial service, and the attitudes of pupils, teachers, and members of the community.

All of these, plus the multitude of other school details, must be studied and mastered, preliminary to suggesting and explaining changes that one deems wise and helpful. It is in this field of administration that exchange principals may develop themselves and be mutually helpful. Dr. Holbeck and the writer in the St. Louis conference suggested several phases that each desired the other to study and modify if it seemed desirable and possible. No restrictions were

either mentioned or contemplated. This understanding made it possible practically to consider the new school as one's own, and to view it with a fresh and open mind, not handicapped by tradition or previous habits; for we are all prone to be satisfied with what we have inaugurated and found to serve our purposes satisfactorily, even after its usefulness has ended.

Thus it has been possible to modify, eliminate, and introduce procedures and standards that have been tried and found good in Pasadena, while at the same time learning much from other phases of administration to which the home principal may have given more thought and investigation. In the main, changes have not been made without discussion with the faculty, and their approval.

It is interesting to note that some of the soundest suggestions come from members of the faculty, who may be reluctant to speak to their own principal concerning desirable changes.

As one example of introducing a new school activity, a system of school clubs has been started. Both pupils and teachers were asked to suggest clubs or recreational activities in which they were interested, and which could be carried on at the school. The teacher with a hobby, or recreational interest, thus became the adviser of a group of pupils with similar interests. In this way about thirty clubs were established which meet during school time, for an hour every two weeks.

Whether the principal and faculty may desire to continue the clubs next year on the same basis may be questioned, but there has been the experience with a new activity and the opportunity to form new judgments.

Another type of problem relates to an attitude or procedure already established, but deserving of modification. It arises from the fact that ninety-five per cent of the pupils in the Wilson School are of foreign parentage, of which about one fourth each are Jewish, Polish, and Italian, while the remaining quarter comprises about thirty other nationalities.

The problem, of great interest to the writer, is whether these foreign pupils will respond in the same way that American pupils respond if they receive similar treatment. The study so far indicates that if sympathetic allowance be made for economic conditions, and home environments, which are unusually distressing in this school, these foreign children respond as normal American children do to the accepted standards of discipline, kind treatment, and respect for personality.

Although the percentage of difficult pupil adjustments is unusually high, yet most of the difficulties which seem to require different treatment are due largely to the attempt to use the standardized academic curriculum for all, regardless of interests, abilities, and future prospects of the pupils. This results in a feeling of inferiority, failure, and delinquency.

These are but samples of the many interesting problems of the exchange principal.

In addition to the administrative values inherent in this exchange, there are many others which are incidental, but in the aggregate more valuable than those resulting from the direct school experience. Among these are the opportunities of visiting many schools of different types, making contacts, and forming friendships with various administrators and classroom teachers. It is possible through such experiences to appreciate the educational standards of the eastern schools and to evaluate the many diverse procedures which one finds here. This also forces a careful appraisal of one's own ideals and practices.

Of great interest, too, are the methods of financing the schools as well as their administration by superintendents, principals, and

supervisors. The standing of teachers as a professional group, their organizations, their publications, their salaries, and their relations with their communities—all of these are worthy of consideration by way of contrast with one's own state and city.

Still another educational experience second to none in importance is that of preparing and giving addresses to different kinds of organizations and professional groups. There have been requests from service clubs, principals' groups, parent-teacher associations, teachers colleges, and several elementary schools. The subjects have ranged through quite a variety of topics, including the climate of Southern California and the Pasadena Tournament of Roses.

In addition to all of these values there are New York City, Washington, Philadelphia, New England, and the thousands of historical places which fairly crowd this vicinity—all within easy access, for distances are short here on the Atlantic coast. One feels that he is in the center of things, not only historical, but social, economic, financial, and political.

Finally, one other opportunity of real significance to the writer this year has been a critical consideration of the John Marshall Junior High School from a distance of three thousand miles.

It is possible to evaluate many phases of the school life there in a saner, less biased, more professional spirit than when actually administering the school, surrounded by familiar faces and well established practices and traditions. One result then, of this experiment, will be a thorough educational appraisal of former procedures in the light of revised concepts due to the stimulating experiences of this year.

Seventh-Grade Pupils Need a Planned Course in Adjustment to School Life

A. W. Johnson

The gap between the elementary school and the junior high school causes a bewilderment and a lack of immediate adjustment on the part of many pupils who enter the latter school. The author, principal of the Junior High School at Minot, North Dakota, explains here how his school makes the transition comparatively painless for pupils, through a series of twelve weekly homeroom lessons.

CONFLICTING emotions stir within young people as they approach the time to change from the elementary school to junior high school. Some look forward to the new experience with pleasure; others fear it with a sickening dread; while still others approach the change with a keen curiosity.

There may be no foundation for some of these attitudes, but their presence nevertheless calls for their recognition and treatment.

A planned program beginning in the sixth grade and extending through the first twelve weeks of junior-high-school life has been followed in the Minot Junior High School. The contacts in the sixth grade are planned to be informal. Arrangements are made with the principals of the various buildings to use some mimeographed material, telling about the activities of the junior high school, as English or reading lessons in the sixth grade.

These have brought out some questions which the sixth-grade teacher feels she cannot adequately answer. The principal of the junior high school is then invited to visit the sixth grade. This is his golden opportunity to establish the spirit of camaraderie. Questions and answers go back and forth, and fears are dispelled. Information giving the pupils some self-assurance in entering the new school is given.

Do you remember the first time a professor walked along with you when you were a lowly freshman? This visit does much the same thing to "set up" these youngsters.

After this visit the sixth graders speak to him when they meet him on the street.

At this meeting the principal extends an invitation to the pupils in the sixth-grade rooms to be the guests of the junior high school at an assembly. The program at this assembly is in charge of the honor society, which is inducting its new members. The sixth-grade pupils are assigned to the sections in the auditorium where they will be seated when they enter the seventh grade.

When they enter junior high school in the fall, they find that one of their first homeroom sessions is to be given over to a period which has come to be known as the "orientation period."

This period comes once a week, and is handled by the homeroom teacher. Twelve mimeographed lessons have been worked out, and are used as the guide for the teacher in helping the pupils to adjust themselves to the new school.

The twelve topics in these lessons deal partly with the detailed procedures and partly with attitudes and ideals. The title of each suggests its contents: 1. Building Regulations, 2. Corridor Regulations, 3. Attendance and Make-Up Work, 4. Tardiness, 5. School Assemblies, 6. Personal Cleanliness, 7. Clubs and Organizations, 8. Attitudes, 9. Study Habits, 10. What Is a Junior High School?, 11. School Spirit, 12. The Typical Junior High Pupil.

These lessons are prepared for seventh-grade children; they deal with everyday

procedures. The application is made to the present school situation, not to some hypothetical case in some far-away school.

Quite often teachers have assumed that children have been habituated to many of the routine procedures because these procedures are second nature with the teachers. But the regulations in each school vary and the procedures are not always uniformly interpreted even within the same building. Small wonder, then, that pupils are confused; develop a feeling of insecurity; and become maladjusted. "It seemed that it was all dark," one pupil said in commenting on these lessons, "and then all at once a big light came and shone on the path of Junior High."

Handbooks containing the school's rules and regulations may serve the purpose with older pupils, but a mass of details bewilders the twelve-year-old. He probably fails to read and comprehend the handbook material. The type of lessons which has proved very successful has been written in an informal and friendly tone, covering small parts of the school life in each section. A question and answer period with each lesson has given the homeroom teacher opportunity to become acquainted with the pupils and their attitudes toward the life of the school.

Information about the building arrangements is given at the first orientation period. The lesson describes the location and numbering of the rooms in the building; the bell system; opening and dismissal of school; and the use of the lockers. It opens with this paragraph:

"School is a great deal like a basketball game. Both must be run according to rules. Both have players and officials. In school, the pupils may be said to be the players and the teachers, the officials. The rules of the game are not made up day by day. They are well-established customs and regulations. They are much the same, whether you are in school in Minot, Chicago, Bismarck, or What-have-you."

The second orientation lesson dwells on corridor regulations. This topic is opened in this manner:

"Can you imagine a city without traffic regulations? If there were such a one, drivers would not keep to the right side of the street; they would turn in the street wherever they wished; they would drive at unreasonable rates of speed; and do all other things which are now regulated by custom and rules because they are best for all."

Then there follows a discussion of running and skating in the halls; shouting and whistling; the purpose of the middle rail on the stairways; wearing caps in the halls; and walking down the corridors more than two abreast.

The procedure of this school in handling absences and make-up work is discussed in the next lesson. What are good excuses for absences? What procedure does a pupil follow upon entering school after an absence? What is done about the work covered by the class during the absence? Questions of this nature are answered. Examples of good and poor reasons for being absent from school are considered. A sample of the kind of statement that parents should send to the school explaining an absence is given.

The need for building the habit of being on time is covered in the fourth orientation period. Emphasis is placed on the matter of organization of duties in order that tardiness may be avoided. "Resolve that you are in your seat on time after the intermission between classes. Some pupils loiter in the halls, at the locker, or in the lavatory, and then come dashing into the classroom just as the buzzer sounds. This is neither smart, nor is it good manners. Coming late to class is an ear-mark, a symptom—it indicates a careless attitude; poor ability to organize; or a deliberate attempt to get into the limelight to show off. Nobody likes a "smart-aleck"—avoid doing the things which might lead your fellow-pupils and teachers to think that you are one." Reasons for com-

ing tardy are grouped into two classes—good or poor.

The purpose of the school assemblies is discussed at one orientation period. How the programs are planned and pupils selected for participation; the conduct of the audience, and stage etiquette; and entering and leaving the auditorium, are some of the topics that form the basis for a discussion at this period.

A rating chart for assembly programs is explained, so that in case all other motives for appreciating an assembly program may be lacking, this one may interest some pupils.

Standards for personal cleanliness at junior-high-school age supply the material for another period. This topic is opened in this tone:

"When you were a baby your mother or some older person saw to it that you were kept clean. You were bathed, your face and hands were washed, your hair was combed, and your clothing was changed regularly. Are you still in your baby days when it comes to matters of personal cleanliness? Do you depend on your mother to remind you about washing, bathing, keeping your clothing clean and in repair? If you do, then you are not growing up in an all-round way as you should."

A discussion of appropriate school dress in junior high school is provided; use of cosmetics; wearing sweaters and rubbers in the classes; and use of the school lavatories, are other features that are considered. A ten-point self-rating scale on personal cleanliness and school appearance is used to center each pupil's attention upon himself.

Another period is given over to learning about the programs of school clubs and organizations. The requirements for membership and the activities of the clubs are made clear. The purposes of both service clubs, such as the library and monitors' clubs, as well as the hobby clubs, are explained. This helps the pupils to orientate them-

selves with the entire school program, and to plan for the future. Clubs that are not open to seventh-grade pupils until the second semester or the next year should be within the scope of their planning, nevertheless, at the beginning of their junior-high-school days.

A lesson is spent in discussing attitudes. Most pupils have heard comments about their attitude, but they have not had the opportunity to talk about specific traits that go to make up general attitudes. Teachers will commend a pupil and say, "I like your attitude," or criticize another pupil by saying, "Your attitude is wrong." The pupils accept the commendation or criticism, but fail often to appreciate what was good or bad in their contacts with others.

A self-rating scale on some of the common traits of interest, self-confidence, cheerfulness, persistence, and obedience that enter into the matter of attitudes is given for each pupil to analyze himself. "Wholesome attitudes are as important to our welfare as wholesome food," is the burden of the lesson, which includes suggestions of traits that show good and poor attitudes.

Study habits are talked about in another lesson. The simple mechanics of, "On your mark! Get set! Go!" are the study habits that are stressed in this period. Seventh-grade pupils need help in organizing some of the simple mechanics, especially under the departmental organization, so as to do effective school work.

It is easy for teachers to assume that pupils know all about the tools needed for carrying on successful school work. Much emphasis is laid in this lesson on the matter of alert interest and active attention.

Lesson 10 of the series develops the answer to the query, "What is a junior high school?" The purpose of the lesson is to acquaint the pupils with the program of required and elective subjects as the basis for subsequent guidance, and to develop pride in membership in a larger school.

Pupils give floor talks during the discussion on topics such as: What I Like About Junior High, and The Subjects I Need to Take to Prepare for My Life-Work.

The foregoing lesson leads directly into the topic of School Spirit. "School spirit and homeroom spirit do not grow out of a fine building; they are not created by a principal; nor by teachers; nor even a small group of interested pupils alone. School spirit grows out of an orderly, well-managed school which provides a program of attractive work and activities that create an enthusiastic feeling in normal young people."

In this lesson it is pointed out that joy comes from loyalty, unity, and pride in an organization with which one may be connected. One pupil in making comment on the orientation lessons said, "We would enter school very blindly if it were not for the information of the orientation lessons. They helped me to understand the way of doing things. Two orientation lessons I liked the best were School Spirit and Study Habits."

Codes of conduct and pledges of loyalty were drawn up by groups as expressions of their resolve to develop a constructive school spirit.

There may be no typical junior-high-school pupil, as the title for the final lesson seems to imply, but there is a variety of types. There are the pupils who adjust themselves to the school life and find their places because they have a mental attitude that allows them to enjoy whatever they do; at the other extreme there are those who make no response whatever to any efforts of arousing constructive enthusiasm.

The gist of this final lesson is summed up in this paragraph: "You should now be a full-fledged member of junior high. Many of the regulations of the school have been covered in your orientation sessions. You have also had opportunity to observe and

experience how these regulations work out in practice. Your part in the life of the school is very important. If you fail to observe the regulations and respect the ideals of the school, then one cog in the wheel has been broken, and the machine will not be working at its best."

The pupils were asked to write their comments and criticisms of the lessons at the close of the course. The summary of one seventh-grade pupil included most of the points made by all others. She said, "The orientation lessons to me have served as a lighthouse for my early seventh-grade days. They to me have not been like written laws that you simply must follow or die; they seem so friendly-like, and it seems just like a close friend telling you these things about junior high school.

"I like the order in which they come. They don't come all at once so you just have to work awfully hard to remember and understand them. They come gradually once a week so you have a whole week to practice the things that were in them till the next one comes.

"I like the way the lessons are illustrated by examples and the way in which seventh graders are encouraged to give their ideas for the bettering of the lessons."

This type of orientation lessons hastens the adjustment of young people in their new school. This speeding up process in itself tends to avoid the building up of wrong attitudes by the hit-or-miss method. There is material with which to build such a course in adjustments within every school. Self-made materials seem to be more effective with the children than ready-made materials which apply to no school situation in particular.

The commonplace, routine things about a new school are strange to entering children. There is no need to look to vocational and educational guidance until the basic adjustments to school life have been made.

Editorial

STUDENT OPINION AND ITS EXPRESSION

Leaders of Protestant religious institutions have in recent years become cognizant of the emptiness and even the dangers of religious practises—sermonizing, discussing, gaining information about unsocial or anti-social conditions—which result in no action.

In rural or village communities, the care or visitation of the poor, the sewing bees, the serving of suppers, and the organizing of socials have given to many church-members some outlet of expression for the impulses and emotional states which have been promoted by religious observances. Evangelical or revival drives have put the faithful to work in the saving of souls. Service of some sort has precluded the thwarting of the readiness to do something that would be helpful to their brothers and sisters within and outside the fold.

With the arrival of a more sophisticated urban society, however, socials and revivals and missions have less personal appeal to young people. Progressive religious leaders have therefore moved on to the discussion of ethical-financial-nationalistic relationships and of conditions in urban communities and in industrial society.

Only the most courageous church leaders have been willing, however, to encourage or even to approve of positive action on the part of church youths—circulating petitions, drawing up resolutions, sending protests, raising money for strikers' families or for political prisoners, picketing exploiting employers or landlords who were evicting poor tenants. Only today are such positive actions by church youths being recognized as necessary if social-minded youths are to save their own souls from disintegration and callousness.

What is true for church youths is as true for students in the socialized school. Better to go on parsing Latin sentences and doing

algebra exercises and memorizing dates than to encourage youths to study and discuss the realities of the stupid "civilization" of which they form the new generation, and then to take an examination on what has been dealt with in class and so to treat it as information on which to base discourses. Such is the road to personal and social futility!

What can youths do? How shall they express their concern for a society that appears to be crumbling about them?

Two examples of positive expression in the area of peace and international relations have recently come to our attention. At the Fieldston School of the Ethical Culture Society of New York City, the third and fourth forms (ninth and tenth grades) organized a Peace Council after the Student Anti-War demonstrations of April 6, 1934.

"In the mornings before school these young high-school students planned this book. They took the responsibility for a project which involved discussion and thought. They did both the writing and the assembling without the motivation of marks or school credit, but rather through their sincere passion for peace. Needless to say, it has been a coöperative adventure in learning. That the book is being published and may contribute to a more genuine world peace is their fervent hope."¹

The handbook contains six brief chapters, illustrated with cartoons: *The Price They Paid*; *The Weapons Men Have Used*; *What War Does to Men*; *What War Does to Society*; *Why Men Fought and Fight*; *What Can We Do About It?* For fifteen cents the students will send you a copy. The address is 238th Street and Riverdale Avenue, New York City.

¹ Algernon D. Black, one of the Leaders of the New York Society for Ethical Culture, who in his capacity as a member of the Fieldston Faculty, served as adviser to the student authors.

A second example is reported by two pupils, Nancy Cardozo and Frances Reitler in an article entitled "Marshalling Student Opinion" in *Progressive Education* for January, 1936 (Vol. XIII, No. 1). It describes a project that developed at the Dalton School in New York City as a result of a study of the Italo-Ethiopian War. It was the judgment of the pupils of this class that the United States was hindering the efforts toward world peace by selling commodities to Italy.

So they drew up a petition to be sent to the President of the United States after it had been signed by high-school students the country over.

In their own school they first stumbled over the apathetic "what's the use" attitude of their fellow students. The pupils of the class set to work, however, to persuade their schoolmates that each signature would help in a cause in which they believed. Eventually two-thirds of the pupils signed the petition.

Next they wished to circulate the petition by personal solicitation in other schools. Now they ran into silent resistance on the part of their own teachers to interference with "school work" involved in such absences. "*They think that our immediate, and therefore most important, job is our school learning,*" say the girls. "*The very facts we learn are designed to make us socially aware. Nevertheless when we have become aware to the extent of wanting to act on our beliefs, it seems unreasonable that we should have to take valuable time away from our efforts. Any of our actions must necessarily take time away from school activities. Each teacher sees so plainly the benefit the student receives from his subject that it seems to him more important than any other interest the student may have.*"

The girls depended on letters to reach the pupils of thirty progressive schools and they themselves visited various metropolitan high schools. All that they attempted

involved more obstacles, more disapproving faculty members, more inertia. They found plenty of do-nothing abstract information and attitudes on the part of youths and adults, but no "call to service."

Through *Scholastic* and the *Christian Science Monitor*, they sought to reach a large audience. They even sought the support of adults, including a business concern interested in the peace movement, but were refused its time on the radio. The petition was still being circulated when the article for *Progressive Education* was prepared.

What a challenge to us teachers! How much these youths learned about social inertia, *about us*, and about the difficulties that beset all positive activist groups!

The sad state of education in 1936 is chiefly due not to lack of financial support, not to Hearst and the bugaboo oaths, but to our own lack of positive belief, our own inertia and cowardice. Until and unless we develop positive personalities, we can never be educators for a democratic society. We shall spend our lives mumbling dead formulas and making out grades and requisitions!

But not all of us are such. The December 1935 number of the *Pittsburgh School Bulletin* is devoted to World Peace, and it "speaks out in meeting." It urges teachers to sign the manifesto of the Women's International League for Peace and Freedom: it gives enthusiastic editorial support to the Jane Addams Peace Center and to the Youth Forum conducted by a group of high-school students; it contains a timely and penetrating article by C. C. Klein of the Fifth Avenue High School on "War, Peace and the Teaching of High School History"; a sympathetic review of Norman Thomas' *War—No Profit, No Glory, No Need*; there are excerpts from an address by Senator Nye on "The Munitions Investigation"; and finally a "New Star Spangled Banner," beginning:

"Oh! say, will you hope for the dawn of a day
When the War lust has fled from the hearts
of a Nation?"

To whatever extent there may be justification for opposition on the part of community groups to the active participation of public-school teachers as teachers in political and economic movements as such, there can be no justifiable criticism to teachers' active support of world peace, of the abolition of child labor, to the assurance of adequate food, clothing, and housing for children, to the maintenance of civil liberties. These are our professional concerns.

None of us dares oppose, none of us dares be inert in these matters, if he would maintain his self-respect as an educator. He may isolate himself from life; he may continue as a lesson-assigner and lesson-hearer; he may have no concern for social stability and progress and justice. Such insulation involves little internal conflict.

But if he permits himself to know of the problems and dangers and possibilities of the world within which he lives, and *being conscious of the confusion and chaos* chooses to remain inert, he endangers both his own personal integrity and his ethical right to teach children. For such a teacher, whatever his subject and however well his students pass college entrance board examinations, perforce teaches make-believe, and avoidance, and cowardice.

P. W. L. C.

Integrated Curriculum—or Integrated Personalities?

"With letters," said the king-god Thelmas to Theuth, their inventor, "you give your disciples not truth but only the semblance of truth; they will be hearers of many things and will have learned nothing; they will appear to be omniscient and will generally know nothing; they will be tiresome company, having the show of wisdom without the reality."

In the midst of our vigorous efforts to fuse and integrate and reorganize our school curriculum, we are endeavoring to develop

more adequate measures of attitudes, behaviors, and knowledges that result from our new contents and methods. We have no desire to belittle the brave adventures of American high-school and college curriculum reformers. Their progress is surprising and heartening. Their efforts to establish scientifically controlled measures of the outcome of their experiments with integrated and socialized curricula are wholly laudable.

Nevertheless there is real danger that the adventure may be so restricted and measured and concluded that it will not lead on to the kineticizing of the individual. One might wish that the word "integrated" might be applied to the educand rather than to the curriculum. For it is not an integrated curriculum that should be sought—that is only an instrument, potent for some individuals, futile for others. Rather is it a change in the nervous structure of youths and adults that must be encouraged—a change whereby they will themselves personify education as a process so that they will engage in the reconstruction of their experiences and hence of their personalities so long as they live.

Such growth defies delimitations of time and place and quantity. We recognize it by general attitudes of the educand and of his associates; among the cognoscenti his intellectual and spiritual vitality is honored; he and his kind form that elite minority on whom culture and progress depend. They live in a world of intellectual and spiritual challenges; honors come or not; calls to service carry rich emoluments or carry no financial reward; it is all one. For such a man seeks truth because he cannot help himself; he is wound up; he must question, re-examine, challenge, accept, and reject. Again and again he must modify his beliefs because only so can his personality express itself; only so can he find peace within himself.

P. W. L. C.

Material Review

John Carr Duff

The editor offers here his conclusions derived from the interesting experiences incident to organizing and conducting through the months represented by this volume of THE CLEARING HOUSE this Material Review department. "Material" has reference here to paint and clay and brass and wood, to models and toys and machines and gadgets with which students may have creative experiences. It has no reference to books or other printed matter, sometimes loosely spoken of as material of instruction.

THIS month we shall go to see another Science Fair at the American Museum of Natural History in New York City. Among the thousand or more exhibits there will be many that bear witness to the value of experience with concrete reality. The perpetual motion machine two boys almost invented, the exhibit of pin-hole camera pictures, the homemade telephones and the complicated apparatus for recording wind and weather—these are the tangible evidence of hours well spent by eager boys who know more in their fingers, very likely, than they can ever tell with their tongue.

So much better if they understood the principles their contrivances represent well enough to talk about them; but words alone are hollow, and unless these young fellows grow up to be teachers, there will be many occasions to *do* what they know, and precious few to *tell* what they know. What they have learned with their hands they remember in their hands and in their hearts. This, surely, is some part of education.

In this department I have never said or inferred that one could become educated entirely through his fingers. But I have written and I have implied what all schoolmen of my denomination believe: that education, as we practice it in our public schools, has for generations been too largely given to abstractions, especially verbal abstractions. It has been made up too much of hearing words, and seeing words, and thinking words, and saying words. It has been dominated by pedants, who find more value in

a paradigm than in a joint well mortised or a hand-loomed shawl.

As a person who practices holiday flights of homemade poetry, I shall be one of the last to say that creative experience must always be something you have with paint and a brush or a hammer and nails. Likewise, I honor the favored persons who have the talent and skill to compose their own music, or, what is even more rare, to improvise. The drama and the dance are likewise fields for creative expression; even conversation is a creative art, though infrequently practiced as such.

Add to these familiar media at least one more: mathematics—if there are few people who discover the creative use of mathematics it is not on account of any natural limitation of the subject as a medium, but because of the dull way in which it has, traditionally, been taught and learned.

These several fields for creative expression have this element in common: they are all in some degree abstract. Each requires a special kind of sensitivity and a special kind of imagination.

In these media the individual creates out of himself, as in literature and music, or with his own person as his instrument, as in acting and the dance. Creation in these fields requires a temperament which, if it is not actually more rare, is certainly different from that of persons who create in concrete media. Perhaps the difference lies in this: in the plastic and graphic arts and in the crafts one commonly creates with

facts, while in these other arts—mathematics, music, literature, drama, and the dance—one creates commonly with facts distilled, with essences.

Our traditional curricula, with most of their eggs in the textbook basket, placed a great premium on textbook intelligence, on the kind of abstract intelligence which is effective in learning to read and in reading and in juggling verbal concepts. Our "new" methods offer the child something better than the world seen through a textbook peep-hole; we offer now more and more aspects of reality. We bring the world into the classroom; it is the world in small bites, it is the world shredded and predigested. But it is the real world, and it can be hoisted in one's hands and hammered and tailored and shaped as words and pictures never could be.

And what the child learns in experiences with a flexible, malleable world is an attitude toward life which could never come out of experiences with subject-matter which is abstract and static. Creative intelligence is an achievement which, for most persons, depends first on the opportunities available for successful creation in concrete media.

If our practice were on speaking terms with our theory we might be in a position to recommend that the symbol for education be something else than the conventional open book. We should honor the book no less by reserving it for more effective use, for use by those who are qualified to use it. But they are still building high schools with rows of rigid desks and chairs "for listening," with acres of blackboard, and with the other paraphernalia which Ichabod Crane, come back to earth to haunt our classrooms, would find quite familiar.

Whether you have a new super-charged, streamlined curriculum or an old one with the worn spots touched up, your curriculum is something on paper and it becomes effective partly in the measure that the equipment and supplies you work with are appropriate for your purposes. If you intend

to carry on an activity curriculum, you must have an adequate knowledge of the devices and the materials that have been developed for your use. You must know about puppets, about ship models and train models and airplane models, about clay and crayons and wax and wood. You must meet the salesmen who know about such gear and will help you to understand its possibilities. You must study catalogs. You must get your own fingers into these things to know the feel of them.

When you have explored the whole range of materials you will be surprised to find how much room there is for innovating, for inventing, for developing new classroom uses for old materials and new materials for old classroom methods. This Material Review department, with no more than a superficial study of the matter, has discovered that there are hundreds of toys and games that have more potential educational merit than the over-worked devices now used in the classroom.

INVENTIONS IN SEARCH OF INVENTORS

"What won't they think of next!"

This fine old bromide is still a useful bit of conversational embellishment for a thousand occasions. It is pat for every page of *Popular Mechanics*, it is appropriate at the motor show and the radio show, it is on tap for a shopping tour through the kitchen utensil department of your favorite department store.

But it is an expression that might die out of the language entirely if it were reserved for our special use when we contemplate progress, technological progress, in our educational methods. I find myself exclaiming instead, *What will they think of next!* The people who make and sell the specialized stuff with which our students are to learn habits and techniques for creation are so much less ingenious, so much less enterprising than the others who devise and manufacture and sell can-openers, windshield wipers, and lightning arresters!

It is not difficult, however, to understand the lag in this field for technological improvement. The explanation lies in the fact that education is so generally thought of, especially by laymen (and the technologists are laymen) as a world apart, a sacred province, where last year's method and material are adequate for this year and for next year.

Laymen, and some teachers, perhaps, still think of education as something quite similar to the eucharistic feast. The materials for the celebration of the mass and the ritual chanted by the priest, through which the transubstantiation is accomplished—these are traditional and must not be altered or varied. The materials for the celebration of a "lesson," and the ritual intoned by the teacher, through which this other mystery is accomplished—these are traditional, and it were sacrilege to change any part of this service.

In the church the colors of the altar cloth and the priest's vestments are changed according to the season; in the school the stencilled pictures on the blackboard and the paper cut-outs in the windows are changed. But there is always the breviary; and there is always the syllabus.

Perhaps each religious denomination has a right and a duty to defend the form of its own particular mass, for religion is founded in revealed faith. But education is an applied science where no practice is sacred, a laboratory science where every technician must be alert to discover better materials and better methods of using them.

If education is a generation behind the times in using the new technology to provide new raw material for classroom experiences, then schoolmen are to blame more than the merchants who sell school supplies. Merchants are in business for profit, not honor or glory. They will make and sell what their customers will buy and use. The innovating is something for teachers to do. It is something for brave teachers to do, brave

ones, alert ones, imaginative and resourceful ones. A teacher who is afraid to say boo to a syllabus will be of no help.

Without the help of teachers the manufacturers will never in the world discover the material that is asking now to be discovered. Blocks, for instance, are among the oldest toys in the world, but who will claim that we have rung all the changes on them? And why can't we have a self-firing clay better than any available now? And plastic wood—what new horizons will open when it is refined and made available at a price that will permit it to be used as clay is used!

Photography must be simplified—and nobody has thoroughly exploited the possibilities of sun-print pictures in the classroom (printing-out paper or brown-print paper used with tracings or with photographic negatives). Linoleum block-printing we have developed, but where can one buy large blanks of soft rubber (the texture of pencil erasers) to make quick pictures to print by hand?

EDUCATIONAL RESEARCH

This would be a better world to teach in if some of the time that has gone into counting commas had been spent in developing new ways to use sheet metal. Educational research, unfortunately, got into the hands of professors of statistics, and we are only now discovering that it is altogether as reasonable to be professionally occupied in finding the best uses for finger-paint as to be engaged in algebraic gymnastics with data on this or that variable.

Perhaps it is only wishful thinking, perhaps I do not read the stars correctly, but I predict that even in this generation we shall witness some significant discoveries in methods of teaching. And these will be directed toward providing for students more creative experiences with concrete material, with raw forms, and fewer abstractions to memorize.

In
prep
whic
put
In
man
grea
othe
of f
diffi
W
mus
smal
teach
not
teach
are
whic
T
a sp
poli
vent
unju
who
trov
In
doul
tect
unfo
has
of th
Coen
W
O
prac
vent
that
resig
peri
this
of th
A
year
teach
pern
fect
prob
tion
ing

School Law Review

Daniel R. Hodgdon, Ph.D., J.D.

Member of the Bar of New York State

TEACHER TENURE DECISIONS FOR 1935

In most professions that demand several years preparation there is inherent a certain emolument which repays to some extent for the time and effort put forth.

In the teaching profession, much is being demanded as training that is comparable to, and even greater than, that professional training required for other professions, which have greater possibilities of financial return and less insecurity, and fewer difficulties due to public opinion.

When one enters the teaching profession, he must do so with the knowledge that the return is small for the effort, and that as a public servant the teacher is forced to accept sacrifices and conditions not demanded in other professional careers. The teacher-tenure acts and the retirement protection are an attempt to offset much of the differences which are inherent in the work of teaching.

The courts in general for this reason have shown a spirit of protecting the teacher as a matter of policy when controversies have arisen, and to prevent abuses arising from personal prejudices and unjust and unfair executives and administrators whose personal bias so frequently adheres to a controversy in court.

In other words, where there are doubts, these doubts are resolved in favor of the law that protects the teacher, but, of course, there are a few unfortunate, though rare, cases where this principle has not been maintained and the aim and purpose of the law has thereby been thwarted.

Coercively Exacted Resignations to Avoid the Tenure Act

One of the most unethical and reprehensible practices of some boards of school control to prevent teachers from acquiring tenure is to require that all teachers who are about to go on tenure resign and be reappointed for another probationary period. The court in no uncertain terms has branded this habit of a board of school control as an evasion of the law and hence illegal.

A board of education pursued the practice each year of taking and accepting resignations from all teachers who would otherwise be entitled to a permanent status. These resignations became effective at the close of the school year ending the probationary period and were required as a condition of such teachers being retained for the following year.

A teacher was asked to resign who was about to acquire tenure. The board accepted the resignation and later notified the teacher that his services would not be required for the next year. The court held that the resignation was required and accepted as a mere subterfuge in an obvious attempt to evade the tenure provision of the statute. Not only was the purported resignation an involuntary one, coercively exacted, but a bold, flagrant, and dishonest attempt to evade and circumvent the law which the courts could not in any manner countenance or permit and such resignation must be declared void and ineffective.

The court by this decision has again upheld one of the fundamental principles of law, that evasive methods shall not be used to defeat a statute, and has stamped boards of education that observe such unethical and law evading methods as law breakers in high places where one would expect from those who serve as directors of our educational system an example of law-abiding citizens of the most scrupulous character. *Mitchell v. Board of Trustees of Visalia Union High School District et al.*, 5 Cal. app. (2nd) 64, 42 P (2nd) 391, March 1, 1935.

Teachers on Tenure Cannot be Compelled to Sign Salary Agreements

A board of school control sent to a teacher on tenure a contract for the ensuing year calling for less salary than the regular salary schedule provided for. The teacher returned the contract unsigned and the board arbitrarily accepted it as a resignation.

The reason given by the teacher for not signing the contract with a reduction in pay was that in the previous year she had not received the increment which had been paid to other teachers in the system. The teacher argued that since her salary in the previous year had not been increased in accordance with the schedule, that if the salaries were now to be reduced this fact ought to be taken into consideration and that the reduction should not apply to her as to the other teachers.

The court held that the mere act of a teacher on tenure returning a contract and a refusal to sign it because the amount stated was in her opinion incorrect could not be considered a resignation and that the board had no power to consider it as a resignation.

Even if the relationship of the teacher had merely been contractual, and not permanent, the

teacher had the legal right to reconsider the act of returning the contract and to have signed it before the regular board meeting, but the teacher was on tenure and her status, which the board had no power to change, was legally fixed. Neither had they the power to force her to accept a lower salary.

When the teacher presented herself at the school, ready and willing to teach, the board had no power to prevent her doing so. The legislature by creating tenure has conferred upon a teacher a vested right to be classified as permanent. No affirmative action is required by the board from year to year after a teacher has attained tenure. The power of the board to raise and lower salaries of permanent teachers must be exercised reasonably, and no attempt must be made to change the salary after the beginning of the school year.

No teacher is bound to abandon views held in good faith as to compensation to which she may be entitled on pain of forfeiture of a permanent status. The board had evidently discriminated against the teacher during the previous year, and such discrimination was reflected in the teacher's attitude. The court by this decision has given a ruling which will prevent such unfair practice and coercion which sometimes has manifested itself during the past few years. *Abraham v. Sims et al.*, School Trustees. 89 Cal. 383. 42 P (2nd) 1029 March 26, 1935.

The Resignation of a Teacher to Evade the Tenure Law Is Ineffectual

Now and then unscrupulous superintendents of schools try a dishonorable trick of law evasion that would do credit to the clever shyster law circumventor.

Among school officials one would expect a close observance to the spirit and aim of the law as an example of law observance. Fortunately it does not happen often that the chief administrator of a schools try a dishonorable trick of law evasion that leaders in our educational system are looked up to as a rule as honest, upright, and honorable examples of true citizenship. Quite in line with the previous case is the decision where a superintendent of schools induced a teacher to resign who had completed the three years probationary period and was about to obtain the status of a permanent teacher.

The superintendent promised the teacher a re-appointment for another year. After serving a second probationary period of three years, the teacher was dismissed without cause.

Since the teacher at the end of the first probationary period was requested to resign to avoid the effect of the Teacher Tenure Law, the purported resignation was ineffectual. A teacher's resignation is in the nature of a contract of employment and is

contractual in nature. It is ineffectual without the intent of the incumbent to sever the relationship of employer and employee.

The court in this case cited the case of *Fryer V. Norton*, 67 N.J. Law 23, 50 H 600, establishing this principal of law on both the Atlantic and Pacific coasts. The court held that even though it be deemed that the board did not deliberately procure the teacher's resignation for the purpose of avoiding the tenure law, the fact that the teacher was reinstated after the resignation had been accepted was sufficient to give the teacher the permanent status under the tenure law. To hold otherwise would permit a circumvention of the purpose of the law, and the status of a permanent teacher may not be thus denied. *Sherman v. Board of Trustees of Siskiyou Union High School District et al.*, Cal. App. 49 P (2nd) 350, 1935.

Tenure and a Particular Kind of Service

A rather novel case of the right of tenure which involved a particular kind of service was decided in a three to two decision of the court. This decision was quite inconclusive as the minority of the court seemed to have a better view of the spirit and purpose of the tenure act. The decision is so close that it is necessary to show both sides of the legal reasoning because the case may be reversed in a later decision or on appeal.

The statute provided that whenever it became necessary to decrease the number of permanent employees in a school district on account of the discontinuance of a particular kind of service in a school district, the governing board may dismiss such employees at the close of the school year.

In a school system there were purported to be three kinds of kindergarten services, kindergarten director, associate kindergarten, and assistant kindergarten director, each having a different salary rating. In reality, they were all kindergarten teachers. The director, in addition to teaching, kept the class records, made annual reports, prepared and signed requisitions for supplies and directed the work of the assistants. She was in reality head kindergarten teacher.

The associate and assistant were not required to do what the head teacher was expected to do. Three of the judges adhered to the opinion that when the board abolished the positions of associate and assistant director of the kindergarten they abolished a particular kind of service, and that the teachers employed in that service could be dismissed and no obligation devolved upon the school district to retain them or to re-employ them except that the dismissed employees should have the preferred right to reemployment.

One of the dissenting justices, Justice Langdon, struck directly at the heart of the situation and

undoubtedly expressed the true concept of the law when he said, "I think the foregoing opinion misinterprets the provision of the statute and sanctions a device which may in hostile hands destroy the system of the teachers' tenure. That system has raised immeasurably the dignity and professional competency of our teachers, and the legislative act which established it requires an interpretation which carries out, and not one which defeats, its purpose.

"The classification in high schools? . . . Once a group of teachers is classified in these convenient but useless brackets, what is easier than to cut off the appendages and terminate the employment of the teachers so classified?" This as can easily be seen would constitute an obvious evasion of the law, and a mere dishonest subterfuge to defeat it, a practice not as a rule countenanced by the courts in any form it may appear.

The justice further states, "There are three permissible grounds for dismissal of permanent employees under the statute: Misconduct or unfitness, decrease in the number of pupils attending the schools, and discontinuance of a particular kind of service. . . . A teacher who teaches in a kindergarten is rendering the same service whether called a director, associate or assistant. Aside from immaterial clerical duties assumed by the director, the services performed, the teaching was exactly the same.

"How can it be sensibly said that the plaintiff, a kindergarten teacher, has been dismissed because of discontinuance of the service when others remain to teach the same thing in the same way? The sole purpose and effect of the arbitrary classification of the so-called services in this case was to do what the law forbids—permit the discharge of a permanent teacher whose subject was still taught."

The court appeared to be unanimous on the proposition that to teach means to serve, and vice versa. Service of a teacher means teaching and teaching means service. *Davis v. Berkeley School District of Alameda Co. et al.*, 89 Cal. 34, 40 P (2nd) 835, June 25, 1935. *Fuller v. Berkeley School District of Alameda Co., et al.*, 89 Cal. 29, 40 P (2nd) 831, December 27, 1934.

Consecutive Series of Years of Service in One Field Required for Tenure

Tenure must be obtained by consecutive series of years either as an elementary teacher or as a kindergarten teacher. But a teacher who serves part of the time in one capacity and part of the time in the other capacity obtains no tenure rights. Ap-

peal from the Decision of the Board of Education of City of Binghamton, 50 State Department Report 353, Feb. 19, 1935.

The Right of Tenure Must Be Acquired in a Single School District

The right to tenure of permanent teachers must be acquired in accordance with the statute. Where the statute requires that tenure be acquired in a single school district and there are two school districts within the same boundaries governed by the same board of school control, tenure cannot be acquired unless the probationary period is spent entirely in one or the other district.

Where a teacher taught the required number of years for tenure for the same school board, but part of the time in the Common School District and part of the time in the High School District, no tenure right was acquired in either district. *Brightman v. Board of Education of City of Berkeley et al.*, 4 Cal. App (2nd) 394, 41 P (2nd) 346 February 5, 1935.

Discontinuance of Special Service as Applied to the Music Department

When the status gives a board of school control the right to dismiss a teacher on tenure because of the discontinuance of a special service, a vocal teacher of music may be dismissed when vocal music is discontinued from the school and such teacher is not entitled to a position to teach instrumental music, although that department is continued by a teacher not on tenure.

Tenure is acquired by length of service in the system, not in a particular school but in the position held through the probationary period, and the discontinuance of the services gives the teacher the right to a position only when the service is recontinued, unless the board acts arbitrarily or capriciously. *Cal. App. (2nd) 390, 41 P (2nd) 212 February 5, 1935.*

Permanent Teacher of Required Subject Cannot Be Dismissed

A permanent teacher dismissed because of discontinuance of a special service which is required by law must be reinstated, as a board of school control has no power to discontinue a subject required by statute to be taught. A dismissal of a teacher on tenure of such a subject is invalid and ineffectual and the board can be compelled to reinstate the teacher. *Jones v. Board of Trustees of Culver City District et al.*, 6 Cal. App. 47 P (2nd) 804 June 27, 1935.

Book Reviews

Philip W. L. Cox, *Review Editor*

Society in Action, by HELEN HALTER. New York: Inor Publishing Company, 1936, x + 336 pages, \$1.66.

This is a dynamic social-studies guide for the progressive junior-high-school teacher and for youth in the "teen" age, and also an invitation to both teacher and pupils to an exciting and absorbing adventure, out of ordinary recitation procedure, to that much-to-be-desired plane where the teacher becomes a part of the group that is enabled to think things out and act according to individual tastes and abilities.

Society in Action comes to us from an author who is a recognized leader in the trend away from traditional classroom approach, and who gives us a textbook—if we, in a modern age, may use such a term—which is the direct outgrowth of successful experimentation carried on under her own supervision, and a thorough understanding of both teacher and pupil needs. The book is practicable to such a degree that it challenges the interest and makes passive participation in social-studies work almost impossible.

We are offered a complete but very flexible three-year course for the seventh, eighth, and ninth grades, the aim of which is the adjustment of *self to group living*. The fifty curriculum units are of two types—first, those which throw the spotlight of investigation and discussion upon one's self, upon one's own reactions to the various aspects of group living; second, those which throw the spotlight of investigation and discussion upon group living, analyzing and studying it in its various phases. The group-living units concern the aspects of group living in one's own community, and those which concern aspects of group living in the larger state, national, and world community. The unit sequence can be changed to suit the inclinations of individual classes and the work can be easily adapted to meet the needs of groups of varied abilities, skills, and interests.

This book includes a comprehensive plan which will be much appreciated by the uninitiated in the field of social studies, and the experienced teacher will be greatly aided in the preparation of work by the abundance of suggestions, assignments,

MEETS THE NEW COLLEGE ENTRANCE BOARD REQUIREMENTS

Modern-School Algebra

By RALEIGH SCHORLING, JOHN R. CLARK and ROLLAND R. SMITH

THIS book, just published, offers a standard, modern course for the first year of high school. It provides a sound, balanced treatment—combining ample developmental material to bring out mathematical meanings with full drill for mastery of techniques. Its careful presentation of principles and its abundant practice for their application insure both understanding of algebra and skill in its use.

SEND FOR DESCRIPTION

World Book Company

Yonkers-on-Hudson, New York

2126 Prairie Avenue, Chicago

In writing advertisers please mention CLEARING HOUSE

illustrative material, and the extensive reference lists, where each reference is clearly marked according to its difficulty.

Society in Action is not just another attempt to deal with a comparatively new subject of the curriculum. The reviewer commends the book to the teacher who, bound by a curriculum not of her own making, is trying to orient her social-studies course; to the teachers who are still experimenting with the hope of finding newer and better roads out of traditional practice; to the busy librarian to hand to pupils who are seeking social-studies references; to the heads of departments who are constantly compiling new purchase-lists of books, magazines, and pamphlets because of its complete bibliography; to authors who are contemplating the writing of social-studies books and who are not in close contact with the classroom and its procedures; and, finally, to all others who are vitally interested in the social-studies program in our adolescent schools, as the book which may well lead to a better understanding of a proved method by which children may be taught to think for themselves.

LAURA TERRY TYLER

Problems in Educational Sociology, by
CHARLES L. ANSPACH and WRAY H.

CONGDON. New York: American Book Company, 1935, 314 pages, \$2.00.

Within the past few years various types of material have been developed to supplement lecture and text-book methods of presentation: source-books, study-outlines and work-books. In some respects, the authors have combined the most valuable characteristics of each in the present volume. The organization itself makes an excellent study outline of the field of educational sociology; the specific data presented in the "case" with which each problem is introduced provide brief source material, and the specific questions and exercises with appended bibliographies are characteristic of the better work-books.

As the book includes the values of each type of material, so it partakes of their disadvantages—presenting so many problems, a total of 89, that no one topic can be given adequate consideration; and it is extremely difficult to keep source material up to date. In this last, the authors have not been as meticulous as might have been desired.

The choice of problems is such as to survey the entire field of educational sociology and present its major point of view: that education is more than class-room experience—it is a coordinated program of all of the agencies of social control. The case studies selected are excellent and

HE WANTS A "STORY ABOUT"...



Animals, adventures, heroes; these are among the interest centers of children his age. If pupils are to enjoy reading and, through that enjoyment to be led on to an appreciation of literature that will be lifelong equipment, then they must start with *stories about* the things that have a present, vital importance to them.

INTEREST TRAILS IN LITERATURE

By Helene Willey Hartley

These books are divided into centers of real pupil interest. Around these centers is grouped literature proven by surveys to be preferred by children. Provision is made for differing tastes. Stimulating discussion questions avoid mere recall. Bibliographies are graded. A special section offers silent reading work and library techniques. *Seventh Year - Eighth Year - Ninth Year.*

CHARLES E. MERRILL COMPANY · NEW YORK · CHICAGO

In writing advertisers please mention CLEARING HOUSE

challenging; the questions are well phased and searching, and the bibliographies are specific and sufficiently limited to be within the reading range of the students.

For use as supplementary material for lectures or discussion, or for courses developed on a discussion and reference-text basis, this book will prove of very great value.

FRANCIS J. BROWN

The World Wide Illustrated Encyclopedia, edited by C. Ralph Taylor and Carl Van Doren. New York: Blue Ribbon Books, 1935. Two volumes, cloth, 4,864 pages plus colored maps. List price, \$5.98.

This interesting publication was obviously prepared for popular sale and popular use. Based on Nelson's, it represents an up-to-date revision with particular attention to persons and places in the news today. It is a lot of encyclopedia for the money and, while it is not an adequate substitute for a full-sized set, it will pay its way, very likely, in many classrooms and school libraries where funds are not available for the more pretentious set.

The illustrations are fair to middling, and the type is much better than you would expect in a set of books at this price. The faults are those of any work that attempts to cover so many sub-

jects in such a relatively short space—50,000 articles in 4,864 pages. If you are a specialist in some field of knowledge, you will probably be dissatisfied with the way in which your field has been condensed; but a work that is to be popular and "handy" must sacrifice something. The set is a valuable addition to the list of inexpensive reference books.

J. C. D.

Books Received from Publishers for Review

New Approach to French, by EUGENE JACKSON and I. A. SCHWARTZ. New York: Longmans Green and Company, 1935. \$1.44.

Integrated Mathematics, with Special Application to Algebra, by JOHN A. SWENSON. Ann Arbor, Michigan: Edwards Brothers, Inc., 446 pages, \$1.47.

A Guidebook in United States History, by IRA M. ALLEN, SADIE J. PALMER, and ROSS H. SMITH. New York: The Macmillan Company, 1935. 99 pages, 40 cents.

The Social Sciences as School Subjects, by ROLLO M. TRYON. Part XI of the Commission of the Social Studies, American Historical Association. New York: Charles Scribner's Sons, 1935. xiii, 541 pages, \$3.00.

A New Program in the Social Studies for grades 6 to 8

Greenan and Cottrell's

FROM THEN UNTIL NOW

Old World Background of Our Civilization
\$1.36

Coyle and Evans'

OUR AMERICAN HERITAGE

\$1.80

Also:

Vol. I. From Wilderness to Nation, \$1.08

Vol. II. From Subject to Citizen, \$1.36

Write for further information

**McGRAW-HILL
BOOK COMPANY, Inc.**

330 West 42nd Street

New York, N.Y.

THREE NEW GREGG BOOKS

OUR BUSINESS LIFE, by Lloyd L. Jones. Training for handling personal business transactions and a general understanding of how business functions. Replete with social values. Contains a full activity program. Profusely illustrated in color. Use of work book optional.
.....Text, \$1.50; Work Book, \$0.80

SALESMANSHIP FOR EVERYBODY, by John T. A. Ely and Dr. Daniel Starch. Principles and fundamentals that apply to the individual in every walk of life. Emphasizes social or personal salesmanship, salesmanship training for office workers, and salesmanship applied to obtaining employment. Literally, salesmanship for everybody.....\$1.40

BOOKKEEPING AND ACCOUNTING PRACTICE, PART I—BOOKKEEPING, by Nathan H. Leneri and Dr. Edward J. McNamara. The business office method of learning bookkeeping. Student learns by observation and doing. Largely self-teaching. Contains practice sets worked out for four different type of business. One-year course. \$1.50

Teachers are invited to send to our nearest office for sample copies.

THE GREGG PUBLISHING CO.

New York Chicago San Francisco Boston
Toronto London Sydney

In writing advertisers please mention CLEARING HOUSE

Humanized Geometry—An Introduction to Thinking, by J. HERBERT BLACKHURST. Published by the author, Drake University, Des Moines, Iowa, 1934. 206 pages, \$1.00.

The Teaching of Gregg Shorthand by the Functional Method, by LOUIS A. LESLIE. New York: The Gregg Publishing Company, 1935, vi, 229 pages, \$1.20.

Psychological Foundations of Education, by J. STANLEY GREY. New York: American Book Company, 534 pages, \$2.35.

The Nature of the Supervision of Student-Teaching in Universities Using Coöperating Public High Schools, by RALPH F. STREBEL, Ph.D. Contributions to Education, No. 655. New York: Bureau of Publications, Teachers College, Columbia University, 1935, vi, 154 pages, \$1.85.

Interest Trails in Literature, by HELENE WILLEY HARTLEY. New York: Charles E. Merrill Company, 1935. *Book VII*, pp. 608; *Book VIII*, pp. 725. \$1.20 each.

The American State and Higher Education: The Legal, Political, and Constitutional Relationships. By ALEXANDER BRODY. Washington: American Council on Education, 1935. pp. 251.

Our America, by ADOLPH GILLIS and ROLAND KETCHUM. A Survey of Contemporary America as Exemplified in the Lives and Achievements of Twenty-Four Men and Women Drawn from Representative Fields. Boston: Little, Brown and Company, 1936. 482 pages, \$1.28.

Story Biographies, by HARRIET L. McCLAY and HELEN JUDSON. New York: Henry Holt and Company, 1936. 695 pages, \$1.44.

"... attempts to answer this fundamental desire of man to know more about man and the modern desire of the student to know how to meet his age on its own terms."

America Through the Short Story, edited by N. BRYLLION FAGIN. Boston: Little, Brown and Company, 1936. 508 pages, \$1.75.

March of a Nation, by ALICE C. COOPER and DAVID FALLON. New York: D. C. Heath and Company, 1935. 517 pages, \$1.72.

"... the history teacher will be attracted to the material for its factual value, its orderly sequence, its readability, and its stimulation to further reading." A study of our history through its literature.

Size of the Local Unit for Administration and Supervision of Public Schools, by ALONZO O. BRISCOE. Contributions to Education, No. 649. New York: Bureau of Publications, Teachers College, Columbia University, 1935. 110 pages, \$1.50.

Directing Study of High School Pupils (revised and enlarged edition), by MAXIE N. WOODRING

FUSION MATHEMATICS

Freilich • Shanholt • McCormack

The teaching of a course in fusion mathematics represents an educational innovation intended to conserve time and break down artificial subject barriers. In order that teachers may better understand the advantages of presenting such a course, we have published a teachers' guide for FUSION MATHEMATICS, a text which correlates and unifies intermediate algebra and plane trigonometry. A complete lesson plan is offered for every day in the year including assignments of problems, and tests at regular intervals on the material in the book.

In the same series:

By Freilich • Shanholt • McCormack:

INTERMEDIATE ALGEBRA PLANE TRIGONOMETRY

By Cowley:

PLANE GEOMETRY SOLID GEOMETRY

Write for complete details to

SILVER BURDETT COMPANY

New York Newark Boston Chicago San Francisco

In writing advertisers please mention CLEARING HOUSE

and CECILE W. FLEMING. New York: Bureau of Publications, Teachers College, Columbia University, 1935. 253 pages, \$2.65.

"A Reprint of Articles from *Teachers College Record*."

County Unification in Kansas, by HARRISON L. EULER. Contributions to Education, No. 645. New York: Bureau of Publications, Teachers College, Columbia University. 92 pages, \$1.50.

"This monograph is a case study of an attempted consolidation (of schools) of three counties in Kansas."

How to Locate Educational Information and Data, by CARTER ALEXANDER. New York: Bureau of Publications, Teachers College, Columbia University, 1935. 272 pages, \$3.00.

Alexander Library Exercises—For Use With

CARTER ALEXANDER'S *How to Locate Educational Information and Data*. 29 loose-leaf exercises, \$1.00 per set.

Building Character and Personality—A Discussion Text in Orientation and Guidance for High-School Students, by WILLIAM A. WHEATLEY and ROYCE R. MALLORY. Boston: Ginn and Company, 1936. 362 pages, \$1.20.

My Government—A Text Book in Wisconsin Civics, by C. J. ANDERSON and GEORGE A. HILLIER. Minneapolis: E. M. Hale and Company, 1934. 278 pages.

Student's Workbook and Guide in Modern History, by ROBERT B. WEAVER. Based upon *Modern History* by Carl Becker. New York: Silver Burdett Company, 1936. 214 pages, 76 cents.

"Through its exercises, the workbook gives each student opportunity to make use of the factual information which he takes in from the textbook."

English Through Experience—Book One. By RUTH MARY WEEKS and THELMA WINNBERG COOK, and P. H. DEFFENDALL. New York: The Macmillan Company, 1936. 191 pages.

"A composition text, a drill pad, a vocabulary builder, a guide to reading, and a program of activities—all in one book."

Using English—Book One (New Edition), by LUCY H. CHAPMAN and LUELLA B. COOK. New York: Harcourt, Brace and Company, 1935. xviii, 629 pages, \$1.48.

"A complete program in oral and written composition and grammar, punctuation, usage, spelling for freshmen and sophomores" of high school.

Using English. First Year, 351 pages, \$1.04, and *Second Year*, 330 pages, \$1.04, by LUCY H. CHAPMAN. *Third Year*, 371 pages, \$1.08, and *Fourth Year*, 382 pages, \$1.08, by LUELLA B. COOK. For high-school students. New York: Harcourt Brace and Company, 1935.

Junior Language Skills—Books One, Two, and Three, by RUTH H. TEUSCHER, ELEANOR M. JOHNSON, and ETHEL K. HOWARD. New York: Harcourt, Brace and Company, 1935. Each book 64 cents with paper binding; 92 cents with cloth. Workbooks—"a series of three books based entirely on the present and future needs of junior high school pupils."

NOTES ON NEW BOOKS

We are having splendid letters about the Atlantic prize-winning textbook, **SPEAK! READ! WRITE!** (\$1.50). Perhaps it's because the book provides just about everything for a two-year course in high-school English composition, rhetoric, reading, and speaking; perhaps it's because the author, Elizabeth Crowe Hannum, has made the text so interesting—to read, to study, to teach.

As a text for pupil guidance you should know **SOCIAL STUDIES: An Orientation Handbook for High-School Pupils** (\$1.60), edited by William McAndrew and fifteen other competent authorities. The book is alert! Pupils will be, too, after using it. Ninth grade.

Gillis and Ketchum's **OUR AMERICA** (\$1.28) contains twenty-four biographies of living Americans. It concerns names your pupils see in the papers, and ties in with their knowledge of today's problems. High School.

LITTLE, BROWN & COMPANY

34 Beacon Street

Boston

GOOD TEACHERS IN DEMAND

Largest Teachers' Agency in the West

Est. 1906

Our Field



Wm. Ruffer, Ph.D., Mgr.

WRITE FOR INFORMATION

Unexcelled Service

Copyright Booklet "How To Apply, etc." free to members, 50c to non-members

In writing advertisers please mention CLEARING HOUSE

INDEX TO VOLUME X

- Academic Stereotype, The. Editorial by Philip W. L. Cox, 427.
- Academic Subjects, Interrelation of Fine Arts and. By Margaret Chapin, 298.
- Adjustment to School Life, Seventh-Grade Pupils Need a Planned Course in. By A. W. Johnson, 553.
- Adult-Education Developments for Secondary Education, Implications of. By William H. Bristow, 198.
- Adult Education, Making a Beginning in. By Paul L. Essert, 70.
- American Education, The Democratic Tradition in. By Herman H. Horne, 74.
- American Secondary Education and the Future. By William L. Wrinkle, 239.
- Articulation, An Adventure in. By N. C. Heironimus and Mildred M. Crabb, 175.
- Assembly, A Study of the Junior High School. By Nina A. Heller, 356.
- Assembly Programs Integrated with the Instructional Activities of the School. By Nora E. Dodson, 109.
- Bair, Frederick H. Integration Making for Integrity, 526.
- Baker, G. Derwood. Hobby Clubs in the South Pasadena Junior High School, 334.
- Book Reviews. Edited by Philip W. L. Cox, 54, 121, 184, 251, 312, 379, 435, 503, 566.
- Bown, R. F. Nonvocational Typewriting in the Junior High School, 35.
- Boyce, George A. Injecting Life into Mathematics, 483.
- Bradford, Arthur L. Integration and the Sociological Interpretation of Literature, 32.
- Brewer, John M. Is It the Right Answer? 294.
- — —. What the CCC Might Have Been, 159.
- Briggs, Thomas H. The Issues in Secondary Education, 491.
- — —. Supervision in Secondary Education, 80.
- Bristow, William H. Implications of Adult-Education Developments for Secondary Education, 198.
- Broehl, Frances. The Socialization of Oral English, 275.
- Brown, Christine A. Learning to Use Mathematics, 26.
- Bruce, G. V. Science Education and the Good Life, 5.
- Buck Rogers in the Twentieth Century. By Roger C. Fenn, 395.
- Burkhard, R. V. Editorial, Going Back to Find the Signposts, 427.
- Camp Reënforces Education, The Summer. By Paul S. Miller, 471.
- Camps the Country Over. By Elmer D. Mitchell, 456.
- Case Study, The Accumulative. By Thomas E. Robinson, 288.
- Cassidy, Rosalind. The Raw Material for Making a Gypsy, 467.
- CCC Camps, Educational Activities in the. By Howard W. Oxley, 139.
- CCC, Whither?: Editorial. By Philip W. L. Cox, 131; An Overview of the Civilian Conservation Corps. By John W. Studebaker, 134; Educational Activities in the CCC Camps. By Howard W. Oxley, 139; The European Work-Camp Movement. By Kenneth Holland, 145; Social Implications of the CCC. By Arthur J. Todd, 152; What the CCC Might Have Been. By John M. Brewer, 159.
- Chace, Edward Kip. The Summer-Camp Newspaper, 474.
- Challenge to the Schools. By Lucia McC. McBride, 95.
- Chapin, Margaret. Interrelation of Fine Arts and Academic Subjects, 298.
- Character-Building Activities, A Homeroom and Counseling Plan Involves. By L. Hortense Miller, 165.
- Character Education, Mathematics and. By E. B. Cowley, 279.
- Character Training and the Schools. By Elvin H. Fishback, 236.
- Child Labor Amendment, Why Ratify the? By Muriel Fox, 419.
- Civic Function, Directing Play as a. By Weaver W. Pangburn, 348.
- Civilian Conservation Corps, An Overview of the. By John W. Studebaker, 134.
- Collings, Ellsworth. The Spirit of Play in Education, 326.
- Community Coöperation, Education Through School and. By W. S. Dakin, 12.
- Congdon, Wray H. What is "Supervised Correspondence Study"? 217.
- Conklin, Mary Elizabeth. Taking the Curse Off Examinations, 352.
- Coöperation, Education through School and Community. By W. S. Dakin, 12.
- Coöperative, The Norris School. By J. D. Williams, 547.
- Correspondence Study, What is Supervised? By Wray H. Congdon, 217.
- Counseling Plan Involves Character-Building Activities, A Homeroom and. By L. Hortense Miller, 165.
- Counselors Are Not Born, Camp. By Boyd R. Walker, 477.
- Cowley, E. B. Mathematics and Character Education, 279.
- Cox, Philip W. L. Book Reviews, 54, 121, 184, 251, 312, 379, 435, 503, 566.
- — —. Editorial. Passive Youth—Or Active? 131.
- — —. Editorial. The Academic Stereotype, 427.
- — —. Editorial. Student Opinion, 557.
- — —. Fascism, Liberalism, and Individuality in Italy, 85.
- Crabb, Mildred M., and N. C. Heironimus. An Adventure in Articulation, 175.
- Credit Unions for Teachers. By J. D. Hull, 9.
- Current Issues, The Intelligent Teacher's Guide to Understanding of. By Clyde R. Miller, 521.
- Curriculum at Wisconsin High School, The Experimental. By H. H. Ryan, 301.
- Dakin, W. S. Education Through School and Community Coöperation, 12.
- Davis-DuBois, Rachel. Practical Problems of International and Interracial Education, 486.
- Democratic Tradition in American Education, The. By Herman H. Horne, 74.
- Demonstration Lesson, Improvement of Teaching Technique Through the. By Reinhardt H. Ruhnke, 413.

- Denning, Ruth Osgood. *Guidance Through the Homeroom*, 100.
- Directing Play as a Civic Function. By Weaver W. Pangburn, 348.
- Discipline, Progressive Principles of. By Daniel P. Eginton, 259.
- Dodson, Nora E. *Assembly Programs Integrated with the Instructional Activities of the School*, 109.
- Douglas, Irene S. *Winifred Gibson (Poem)*, 269.
- Duff, John Carr. Editorials 3, 67, 195, 307.
- Material Review, 118, 180, 310, 372, 430, 560.
- Appraising Learning Material, 23.
- Eaton, Thelma. *Hobby Booklist*, 354.
- Editorials. By Philip W. L. Cox, 131, 427, 557; by John Carr Duff, 3, 67, 195, 307; by Helen Halter, 370; by Forrest E. Long, 3; by R. V. Burkhardt, 427; from *Saturday Review of Literature*, 497.
- Education Through School and Community Cooperation. By W. S. Dakin, 12.
- Eginton, Daniel P. *Progressive Principles of Discipline*, 259.
- English, The Socialization of Oral. By Frances Broehl, 275.
- Essert, Paul L. *Making a Beginning in Adult Education*, 70.
- Examinations, Taking the Curse Off. By Mary Elizabeth Conklin, 352.
- Exchange Principalship, An. By George Hetzel, 550.
- Experimental Curriculum at Wisconsin High School, The. By H. H. Ryan, 301.
- Fascism, Liberalism, and Individuality in Italy. By Philip W. L. Cox, 85.
- Fenn, Roger C. *Buck Rogers in the Twentieth Century*, 395.
- Feudalism in Education. By Walter S. McColley, 515.
- Fine Arts and Academic Subjects, Interrelation of. By Margaret Chapin, 298.
- Fishback, Elvin H. *Character Training and the Schools*, 236.
- Flagg, Mildred Buchanan. *My Daughter Nancy at the Microphone*, 387.
- Foreign Trade to High-School Students, Why Offer the Subject of? By E. Louise Jolly, 39.
- Four Joes. By Henry Craig Seasholes, 234.
- Fox, Muriel. *Why Ratify the Child Labor Amendment?* 419.
- Frederick, Robert W. *A Survey of Junior-High-School Practices in New York State*, 41.
- Fun, Why I Think School is. By Helen Halter, 370.
- Future, American Secondary Education and the. By William L. Wrinkle, 239.
- Guidance in a Junior High School. By William A. King, 214.
- Guidance Through the Homeroom. By Ruth Osgood Denning, 100.
- Guidance Work, Mapping Your. By Douglas S. Ward, 283.
- Guided Pupil Experiences, Vitalization of Subject Matter Through. By Daniel C. Knowlton, 362.
- Guide to Understanding of Current Issues, The Intelligent Teacher's. By Clyde R. Miller, 521.
- Gypsy, The Raw Material for Making a. By Rosalind Cassidy, 467.
- Haas, Kenneth B. *Money Management and the Schools*, 222.
- Halter, Helen. Editorial, *Why I Think School Is Fun*, 370.
- Heironimus, N. C., and Mildred M. Crabb. *An Adventure in Articulation*, 175.
- Heller, Nina A. *A Study of the Junior-High-School Assembly*, 356.
- Hetzel, George. *An Exchange Principalship*, 550.
- Hobby Booklist. By Thelma Eaton, 354.
- Hobby Clubs in the South Pasadena Junior High School. By G. Derwood Baker, 334.
- Hodgdon, Daniel R. *School Law Review*, 52, 120, 182, 247, 378, 432, 499, 563.
- Holland, Kenneth. *The European Work-Camp Movement*, 145.
- Homeroom and Counseling Plan Involves Character-Building Activities, A. By L. Hortense Miller, 165.
- Homeroom, Guidance Through the. By Ruth Osgood Denning, 100.
- Homeroom Management. By L. W. Kindred, 270.
- Homeroom, Vitalizing the P.T.A. Through the. By Joseph R. Strobel, 206.
- Horne, Herman H. *The Democratic Tradition in American Education*, 74.
- Hovde, Herman O. *New Marks for Old*, 210.
- Howard, Dorothy G. *Kite With Rainbow Tail*, 451.
- Hull, J. D. *Credit Unions for Teachers*, 9.
- Individual Differences, Instances of Adaptations to Meet. By Herman M. Wessel, 285.
- Individuality in Italy, Fascism, Liberalism, and. By Philip W. L. Cox, 85.
- Instruction in Secondary Schools, The Improvement of. By E. W. Jacobsen, 49.
- Integrated With the Instructional Activities of the School, Assembly Programs. By Nora E. Dodson, 109.
- Integration and the Sociological Interpretation of Literature. By Arthur L. Bradford, 32.
- Italy, Fascism, Liberalism, and Individuality in. By Philip W. L. Cox, 85.
- Integration Making for Integrity. By Frederick H. Bair, 526.
- International and Interracial Education, Practical Problems of. By Rachel Davis-DuBois, 486.
- Interracial Education, Practical Problems of International and. By Rachel Davis-DuBois, 486.
- Interrelation of Fine Arts and Academic Subjects. By Margaret Chapin, 298.
- Issues in Secondary Education, The. By Thomas H. Briggs, 491.
- Jacobsen, E. W. *The Improvement of Instruction in Secondary Schools*, 49.
- Johnson, A. W. *Seventh-Grade Pupils Need a Planned Course in Adjustment to School Life*, 553.
- Jolly, E. Louise. *Why Offer the Subject of Foreign Trade to High-School Students?* 39.
- Jones, R. G. *Radio in Education*, 392.
- Joy, Barbara Ellen. *Progressive Education in the Summer Camp*, 480.
- Junior High-School Practices in New York State, A Survey of. By Robert W. Frederick, 41.
- Keliher, Alice V. *Play's the Thing*, 330.
- Keller, Franklin J. *Youth Challenges Society*, 539.
- Kindred, L. W. *Homeroom Management*, 270.

- King, William A. Guidance in a Junior High School, 214.
- Kite With Rainbow Tail. By Dorothy G. Howard, 451.
- Knowlton, Daniel C. Vitalization of Subject Matter Through Guided Pupil Experiences, 362.
- Koopman, G. Robert. Helping Children Face Social Realities, 15.
- Kovar, Dan R. Controlling Tardiness, 424.
- Labor Amendment, Why Ratify the Child? By Muriel Fox, 419.
- Law Review, School. By Daniel R. Hodgdon, 52, 120, 182, 247, 378, 432, 499, 563.
- Library as the Heart of the School, The. By Thomas B. Portwood, 532.
- Life into Mathematics, Injecting. By George A. Boyce, 483.
- Life, Play as a Way of. By Forrest E. Long, 323.
- Literature, Integration and the Sociological Interpretation of. By Arthur L. Bradford, 32.
- Long, Forrest E. Editorial, 3.
- . Play as a Way of Life, 323.
- Many Listen to Learn. By William S. Paley, 390.
- Marks for Old, New. By Herman O. Hovde, 210.
- Material, Appraising Learning. By John Carr Duff, 23.
- Material Review. By John Carr Duff, 118, 180, 310, 372, 430, 560.
- Mathematics and Character Education. By E. B. Cowley, 279.
- Mathematics, Injecting Life into. By George A. Boyce, 483.
- Mathematics, Learning to Use. By Christine A. Brown, 26.
- McBride, Lucia McC. Challenge to the Schools, 95.
- McCarthy, Kathleen. Do You Know Your Neighborhood? 104.
- McColley, Walter S. Feudalism in Education, 515.
- . Modernizing Secondary Education, 90.
- McKown, Harry C. The Diagnosis and Treatment of Secretarial Discourtesyitis, 368.
- Measurement, "Regimentation" and Comparable Educational. By Winston B. Stephens, 114.
- Mehus, O. Myking. Is War Inevitable? 407.
- Melbo, Irving R. The Role of Contemporary Problems in New Social-Studies Programs, 171.
- Microphone, My Daughter Nancy at the. By Mildred Buchanan Flagg, 387.
- Miller, Clyde R. The Intelligent Teacher's Guide to Understanding of Current Issues, 521.
- Miller, L. Hortense. A Homeroom and Counseling Plan Involves Character-Building Activities, 165.
- Miller, Paul S. The Summer Camp Reinforces Education, 471.
- Mitchell, Elmer D. Camps the Country Over, 456.
- Modernizing Secondary Education. By Walter S. McColley, 90.
- Moehlman, Arthur Henry. Recreation and Youth, 338.
- Mones, Leon. Poetry in the Social Curriculum, 203.
- Money Management and the Schools. By Kenneth B. Haas, 222.
- Nature Education, The School Camp Line-Up for. By William Gould Vinal, 462.
- Neighborhood, Do You Know Your? By Kathleen McCarthy, 104.
- Newspaper, The Summer-Camp. By Edward Kip Chace, 474.
- New York State, A Survey of Junior-High-School Practices in. By Robert W. Frederick, 41.
- Norris School Coöperative, The. By J. D. Williams, 547.
- Oral English, The Socialization of. By Frances Broehl, 275.
- Oxley, Howard W. Educational Activities in the CCC Camps, 139.
- Pacific Relations. By Elsa Strait, 40.
- Paley, William S. Many Listen to Learn, 390.
- Pangburn, Weaver W. Directing Play as a Civic Function, 348.
- Partnership, An Experiment in. By Byron M. Taylor, 20.
- Pearson, Haydn S. Education for Radio, Radio for Education, 400.
- Pepin, Esther M. Radio Invaded by Juniors, 398.
- Pilate Washed His Hands. From *Saturday Review of Literature*, 497.
- Play and Hobbies: Play as a Way of Life. By Forrest E. Long, 323; The Spirit of Play in Education. By Ellsworth Collings, 326; Play's the Thing. By Alice V. Keliher, 330; Hobby Clubs in the South Pasadena Junior High School. By G. Derwood Baker, 334; Recreation and Youth. By Arthur Henry Moehlman, 338; Why Sugar-Coat Social Science? By Robert B. Weaver, 342; Directing Play as a Civic Function. By Weaver W. Pangburn, 348; Taking the Curse Off Examinations. By Mary Elizabeth Conklin, 352; Hobby Booklist. By Thelma Eaton, 354.
- Play's the Thing. By Alice V. Keliher, 330.
- Poetry in the Social Curriculum. By Leon Mones, 203.
- Portwood, Thomas B. The Library as the Heart of the School, 532.
- Principalship, An Exchange. By George Hetzel, 550.
- Progressive Education in the Summer Camp. By Barbara Ellen Joy, 480.
- Progressive Education, Radio—An Instrument in. By Frank W. Thomas, 402.
- P.T.A. Through the Homeroom, Vitalizing the. By Joseph R. Stroebel, 206.
- Radio—An Instrument in Progressive Education. By Frank W. Thomas, 402.
- Radio Education. By R. G. Jones, 392.
- Radio for Education, Education for Radio. By Haydn S. Pearson, 400.
- Radio in the Curriculum: My Daughter Nancy at the Microphone. By Mildred Buchanan Flagg, 387; Many Listen to Learn. By William S. Paley, 390; Radio in Education. By R. G. Jones, 392; Buck Rogers in the Twentieth Century. By Roger C. Fenn, 395; Radio Invaded by Juniors. By Esther M. Pepin, 398; Education for Radio, Radio for Education. By Haydn S. Pearson, 400; Radio—An Instrument in Progressive Education. By Frank W. Thomas, 402.
- Radio Invaded by Juniors. By Esther M. Pepin, 398.
- Recreation and Youth. By Arthur Henry Moehlman, 338.
- Recreation Center, The. By Claude F. Turner, 47.
- "Regimentation" and Comparable Educational Measurement. By Winston B. Stephens, 114.

- Relations, Pacific. By Elsa Strait, 40.
 Richardson, H. D. Test "Oppression" and Recovery, 29.
 Right Answer? Is It the. By John M. Brewer, 294.
 Robinson, Thomas E. The Accumulative Case Study, 288.
 Ruhnke, Reinhardt H. Improvement of Teaching Technique Through the Demonstration Lesson, 413.
 Ryan, H. H. The Experimental Curriculum at Wisconsin High School, 301.
- Science Education and the Good Life. By G. V. Bruce, 5.
 Seasholes, Henry Craig. Four Joes, 234.
 Secretarial Discourtesy, The Diagnosis and Treatment of. By Harry C. McKown, 368.
 Seventh-Grade Pupils Need a Planned Course in Adjustment to School Life. By A. W. Johnson, 553.
 Signposts, Going Back to Find the. Editorial, by Russell V. Burkhard, 427.
 Social Curriculum, Poetry in the. By Leon Mones, 203.
 Social Implications of the CCC. By Arthur J. Todd, 152.
 Socialization of Oral English, The. By Frances Broehl, 275.
 Social Realities, Helping Children Face. By G. Robert Koopman, 15.
 Social Science? Why Sugar-Coat. By Robert B. Weaver, 342.
 Social-Studies Programs, The Role of Contemporary Problems in New. By Irving R. Melbo, 171.
 Society, Youth Challenges. By Franklin J. Keller, 539.
 South Pasadena Junior High School, Hobby Clubs in the. By G. Derwood Baker, 334.
 Spirit of Play in Education, The. By Ellsworth Collings, 326.
 Stenius, Arthur. We Didn't Know They Were Loaded! 177.
 Stephens, Winston B. "Regimentation" and Comparable Educational Measurement, 114.
 Strait, Elsa. Pacific Relations, 40.
 Strobel, Joseph R. Vitalizing the P.T.A. Through the Homeroom, 206.
 Studebaker, John W. An Overview of the Civilian Conservation Corps, 134.
 Student Opinion and Its Expression. By Philip W. L. Cox, 557.
 Summer Camps: Kite with Rainbow Tail. By Dorothy G. Howard, 451; Camps the Country Over. By Elmer D. Mitchell, 456; The School Camp Line-Up for Nature Education. By William Gould Vinal, 462; The Raw Material for Making a Gypsy. By Rosalind Cassidy, 467; The Summer Camp Reinforces Education. By Paul S. Miller, 471; The Summer-Camp Newspaper. By Edward Kip Chace, 474; Camp Counselors Are Not Born. By Boyd R. Walker, 477; Progressive Education in the Summer Camp. By Barbara Ellen Joy, 480.
 Supervised Correspondence Study? What Is. By Wray H. Congdon, 217.
- Supervision in Secondary Education. By Thomas H. Briggs, 80.
 Survey of Junior-High-School Practices in New York State, A. By Robert W. Frederick, 41.
- Tardiness, Controlling. By Dan R. Kovar, 424.
 Taylor, Byron M. An Experiment in Partnership, 20.
 Teachers, Credit Unions for. By J. D. Hull, 9.
 Teachers' Meeting, Recommendations for the Adequate. By Dwight L. Wilson, 228.
 Teaching Technique Through the Demonstration Lesson, Improvement of. By Reinhardt R. Ruhnke, 413.
 Test "Oppression" and Recovery. By H. D. Richardson, 29.
 Thomas, Frank W. Radio—An Instrument in Progressive Education, 402.
 Todd, Arthur J. Social Implications of the CCC, 152.
 Tradition in American Education, The Democratic. By Herman H. Horne, 74.
 Turner, Claude F. The Recreation Center, 47.
 Twentieth Century, Buck Rogers in the. By Roger C. Fenn, 395.
 Typewriting in the Junior High School, Nonvocational. By R. F. Bown, 35.
- Unwillingly to School. By Ruth Wanger, 535.
- Vinal, William Gould. The School Camp Line-Up for Nature Education, 462.
 Vitalization of Subject Matter Through Guided Pupil Experiences. By Daniel C. Knowlton, 362.
- Walker, Boyd R. Camp Counselors Are Not Born, 477.
 Wanger, Ruth. Unwillingly to School, 535.
 Ward, Douglas S. Mapping Your Guidance Work, 283.
 War Inevitable, Is? By O. Myking Mehus, 407.
 Weaver, Robert B. Why Sugar-Coat Social Science? 342.
 We Didn't Know They Were Loaded! By Arthur Stenius, 177.
 Wessel, Herman M. Instances of Adaptations to Meet Individual Differences, 285.
 Williams, J. D. The Norris School Coöperative, 547.
 Wilson, Dwight L. Recommendations for the Adequate Teachers' Meeting, 228.
 Winifred Gibson (poem). By Irene S. Douglas, 269.
 Wisconsin High School, The Experimental Curriculum at. By H. H. Ryan, 301.
 Work-Camp Movement, The European. By Kenneth Holland, 145.
 Wrinkle, William L. American Secondary Education and the Future, 239.
- Youth Challenges Society. By Franklin J. Keller, 539.
 Youth Movement, Enlisting Grandparents in the. By John Carr Duff, 195.
 Youth, Passive or Active? By Philip W. L. Cox, 131.

s
w
4.
),
e
n
t.
-
n
;
-
y
-
-
d
2.
4,
,
-
r
o
e,
e
s,
-
-
-
r,
e.
t,